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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE—

Wilbur J. Cohen, Acting Secretary

Office of Education—Harold Howe II, Commissioner

Bureau of Research—R. Louis Bright, Associate Commissioner

Division of Information Technology and Dissemination—Lee G. Burchinal, Director

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introduction

RESEARCH IN EDUCATION is prepared monthly by the Educational Resources Information Center (ERIC) to ensure immediate accessibility of reports of significance to educators. RESEARCH IN EDUCATION includes information about reports received from research projects funded by the U. S. Office of Education as well as other reports collected by the 18 clearinghouses that comprise the national ERIC network. RESEARCH IN EDUCATION also includes information about current projects supported through the Bureau of Research, U.S. Office of Education.

catalog organization

RESEARCH IN EDUCATION is made up of resumes and indexes. The resumes highlight the significance of each document and are numbered sequentially with either ED prefixes or EP prefixes. The ED prefix identifies ERIC selected documents of educational significance; the EP prefix identifies current Office of Education research projects.

The indexes which follow the resumes in each edition cite the contents by:

Subjects
Authors and investigators
Institutions

Each index entry contains the appropriate ED or EP number so that the reader can readily refer to the corresponding sequential resume number.

document orders

Most of the documents cited with an ED prefix number are available for purchase at a reasonable cost. Availability and prices are announced on the last line of each document citation. If an EDRS price is quoted the document is available for purchase through the ERIC Document Reproduction Service. Documents are not available, however, for the current research projects (numbered with EP prefixes). Additional information on ordering documents is presented on the last page of this catalog.

May 1968

Volume 3 Number 5

research in education

ED 014 618 - 015 349 / EP 011 020 - 011 029

contents

Document Section 1

Document resumes 3

Subject index 165

Author index 245

Institution index 271

Project Section 291

Project resumes 293

Subject index 299

Investigator Index 303

Institution index 307

Accession Numbers Section 311

availability of reports

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NCR Company
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Bethesda, Maryland 20014

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.36	1.00	.81	2.25
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document section

document section

document resumes

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Code for Office of Education legislative authority which supported research activity (when applicable).

Clearinghouse accession number.

Author(s).

ED 013 277 08 UD 003 992
BREITROSE, HENRYS. VOELKER,
JANET K.

Title.

"PRODUCTION OF A MOTION PICTURE FOR THE IN-SERVICE TRAINING OF TEACHERS IN PROBLEMS OF HUMAN RELATIONS IN TEACHING THE SOCIOECONOMICALLY DISADVANTAGED AND EVALUATION OF THE MOTION PICTURE. FINAL REPORT.

Organization where originated.

STANFORD UNIV., CALIF.
REPORT NUMBER BR-5-0866
PUB DATE APR 67

Report Number—number assigned by originator.

EDRS PRICE MF-\$0.25 HC-\$0.96 22P.

Date published.

DESCRIPTORS *DISADVANTAGED YOUTH, *EVALUATION, *FILMS, *HUMAN RELATIONS, *TEACHER EDUCATION, CLASSROOM INTEGRATION, DISCUSSION EXPERIENCE, HIGH SCHOOL STUDENTS, NEGROES, QUESTIONNAIRES, SCHOOL PERSONNEL, TEACHER ATTITUDES, CONTRACT OEC-5-85-021

Descriptors—subject terms which characterize substantive contents. Only major terms, preceded by an asterisk, are printed in the subject index.

EDRS Price—price through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy.

Abstract—resume of approximately 200 words.

Contract or Grant Number.

A PROJECT PRODUCED A FILM DESIGNED TO IMPROVE THE EDUCATION OF DISADVANTAGED CHILDREN. THE 16MM BLACK-AND-WHITE SOUND FILM, "FOR ALL MY STUDENTS," CONTRASTS POOR AND EFFECTIVE TEACHING TECHNIQUES IN INTEGRATED CLASSROOMS. IT ATTEMPTS TO CONVEY THAT DEALING SUCCESSFULLY WITH CLASSROOM HUMAN RELATIONS PROBLEMS CAN DETERMINE SUCCESS OR FAILURE IN TEACHING DISADVANTAGED STUDENTS. THE FILM IS PREPARED FOR PRESERVICE AND INSERVICE SECONDARY SCHOOL TEACHERS AND COUNSELORS OF NEGRO STUDENTS BUT IS APPROPRIATE FOR TEACHERS AT OTHER LEVELS AND OF OTHER MINORITY GROUP STUDENTS AND FOR SCHOOL ADMINISTRATORS. THE FILM SHOULD BE FOLLOWED BY DISCUSSION, FOR WHICH A GUIDE HAS BEEN PREPARED TO ACCOMPANY EACH PRINT. (THE STUDY GUIDE IS APPENDED TO THE REPORT.) THE PROJECT STAFF SUBMITTED QUESTIONNAIRES TO TEACHING INTERNS AT TWO UNIVERSITIES TO EVALUATE THE FILM'S EFFECTIVENESS AND FOUND THAT BOTH GROUPS FELT THE FILM ACCOMPLISHED ITS MAJOR GOAL. THE FILM IS AVAILABLE FOR RENTAL OR SALE FROM THE EXTENSION MEDIA CENTER, UNIVERSITY OF CALIFORNIA EXTENSION, BERKELEY, CALIFORNIA 94720.
(NH)

Abstractor's initials.

ED 014 618 32 AA 000 280

MARGE, MICHAEL
NEW DIRECTIONS IN STATE PLANNING FOR
SCHOOL CHILDREN WITH COMMUNICATIVE
DISORDERS.

OFFICE OF EDUCATION (DHEW), WASH-
INGTON, D.C.

PUB DATE SEP 66

EDRS PRICE MF-\$0.50 HC-\$4.64 114P.

DESCRIPTORS *AURALLY HANDI-
CAPPED, *EXCEPTIONAL CHILD EDUCATION,
*PROFESSIONAL EDUCATION,
*SPEECH HANDICAPPED, *STATE PROGRAMS,
AUDIOLOGY, CONFERENCE REPORTS,
CONSULTANTS, FEDERAL LEGISLATION,
HARRISBURG, HEAD START, INSERVICE
TEACHER EDUCATION, PROGRAM PLANNING,
RECRUITMENT, SPEECH THERAPISTS,
SPEECH THERAPY, STATE ACTION, STATE
SUPERVISORS, TEACHER EDUCATION.

THIS IS A REPORT OF A CONFERENCE
SPONSORED BY THE OFFICE OF EDUCATION
AND ATTENDED BY SPEECH AND HEARING
SUPERVISORS IN STATE DEPARTMENTS
OF EDUCATION, AS WELL AS SPEECH AND
HEARING PROFESSIONALS IN LOCAL SCHOOL
PROGRAMS, IN COLLEGE TRAINING PROGRAMS,
IN FEDERAL AGENCIES, AND IN NATIONAL
PROFESSIONAL ORGANIZATIONS. ADDRESSES
AND DISCUSSIONS WERE PRESENTED ON
THE ROLE OF THE SPEECH AND HEARING
CLINICIAN ON THE EDUCATIONAL TEAM,
THE ROLE OF THE STATE SPEECH AND
HEARING SUPERVISOR, AND GUIDELINES
FOR THE GROWTH OF SPEECH AND
HEARING PROGRAMS IN THE SCHOOLS.
THE FOLLOWING SPEECHES ARE INCLUDED
IN THIS REPORT: (1) "FUTURE LEGISLATION
FOR THE HANDICAPPED" BY ALPHONZO BELL,
(2) "SPEECH AND HEARING CONSULTANTS
AND PROGRAMS OF CONTINUING PROFESSIONAL
DEVELOPMENT" BY JOHN MELCHER, (3) "SPEECH
AND HEARING IN THE TOTAL EDUCATIONAL
PROCESS" BY J.R. RACKLEY, (4) "MAN-
POWER NEEDS OF SPEECH AND HEARING
PROGRAMS IN THE SCHOOLS" BY KENNETH
O. JOHNSON, (5) "NEW DIRECTIONS IN
STATE PLANNING FOR THE PROVISION OF
SERVICES FOR CHILDREN WITH COMMUNICATIVE
DISORDERS" BY FREDERICK GARBE, AND (6)
"THE ROLE OF SPEECH AND HEARING SERVICES
IN PROJECT HEAD START" BY JANE C. WILLIAMS.
REACTORS WERE JOSEPH WALNEK TO JOHN
MELCHER'S PRESENTATION, SARA CONLON TO
J.R. RACKLEY'S PRESENTATION, AND GERALD
FREEMAN TO FREDERICK GARBE'S PRESENTATION.
THE CONFERENCE PROGRAM AND A LIST OF
PARTICIPANTS IS INCLUDED. (RS)

ED 014 619 AA 000 281

VOCATIONAL EDUCATION, THE BRIDGE
BETWEEN MAN AND HIS WORK. PUBLICATION
I, HIGHLIGHTS AND RECOMMENDATIONS
FROM THE GENERAL REPORT OF THE ADVISORY
COUNCIL ON VOCATIONAL EDUCATION, 1968.

OFFICE OF EDUCATION (DHEW), WASH-
INGTON, D.C.

PUB DATE 68

EDRS PRICE MF-\$0.50 HC-\$3.68 90P.

DESCRIPTORS *ADVISORY COMMITTEES,
*EDUCATIONAL NEEDS, *NATIONAL PROGRAMS,
*PROGRAM EVALUATION, *VOCATIONAL
EDUCATION, EDUCATIONAL IMPROVEMENT,
EDUCATIONAL OBJECTIVES, EDUCATIONAL
PHILOSOPHY, FEDERAL LAWS, SOCIOECONOMIC
BACKGROUND, STATUS, VOCATIONAL
EDUCATION ACT OF 1963.

ISSUES AND PROBLEMS OF VOCATIONAL
EDUCATION WITHIN THE CONTEXT OF

CHANGING SOCIAL, EDUCATIONAL, AND
ECONOMIC CONDITIONS ARE SUCCINCTLY
PRESENTED IN THIS SPECIAL REPORT
CONDENSED FROM THAT REQUIRED BY
THE VOCATIONAL EDUCATION ACT OF
1963--"VOCATIONAL EDUCATION--THE
BRIDGE BETWEEN MAN AND HIS WORK,
PUBLICATION 2." THE ACHIEVEMENTS
AND LIMITATIONS OF THE ACT WHICH
ARE DISCUSSED SUGGEST SIGNIFICANT
IMPROVEMENTS IN THE STATUS OF
VOCATIONAL EDUCATION IN THE UNITED
STATES. SECTION I OF THIS REPORT
DESCRIBES THE CHANGING SOCIAL AND
ECONOMIC ENVIRONMENT WHICH HAS
ELEVATED FORMAL PREPARATION FOR
EMPLOYMENT TO A CRITICAL LEVEL IN
PUBLIC POLICY. SECTION II REVIEWS
THE BACKGROUND AND OBJECTIVES OF
THE 1963 ACT AND EVALUATES THE
ACCOMPLISHMENTS AND SHORTCOMINGS
ENCOUNTERED IN PURSUING THOSE
OBJECTIVES. SECTION III DESCRIBES
THE CURRENT STATUS OF VOCATIONAL
EDUCATION. SECTION IV SETS FORTH
SOME BASIC CONCEPTS FOR CAREER
DEVELOPMENT EDUCATION UNDER
CURRENT AND EMERGING CONDITIONS,
AND SECTION V DESCRIBES A "UNIFIED"
SYSTEM OF EDUCATION FOR EMPLOYMENT
BASED ON THESE CONCEPTS. SECTION VI
CONTAINS RECOMMENDATIONS FOR
IMPROVEMENTS IN THE 1963 ACT AND
FOR ADMINISTRATION OF NEW AND
CHANGING CONCEPTS OF EDUCATION
FOR EMPLOYMENT. (PS)

ED 014 620 AA 000 282

VOCATIONAL EDUCATION, THE BRIDGE
BETWEEN MAN AND HIS WORK. SUMMARY
AND RECOMMENDATIONS, ADAPTED FROM
THE GENERAL REPORT OF THE ADVISORY
COUNCIL ON VOCATIONAL EDUCATION.
AMERICAN VOCATIONAL ASSN., WASH-
INGTON, D.C.

PUB DATE 68

EDRS PRICE MF-\$0.25 HC-\$0.84 19P.

DESCRIPTORS *ADVISORY COMMITTEES,
*EDUCATIONAL NEEDS, *NATIONAL
PROGRAMS, *PROGRAM EVALUATION,
*VOCATIONAL EDUCATION, EDUCATIONAL
IMPROVEMENT, EDUCATIONAL PROBLEMS,
FEDERAL AID, STATISTICAL DATA,
STUDENT ENROLLMENT.

CONGRESS DIRECTED THAT AN ADVISORY
COUNCIL ON VOCATIONAL EDUCATION
BE ASSEMBLED PERIODICALLY TO
STUDY THE NATION'S PROGRAM OF
VOCATIONAL EDUCATION AND TO REPORT
ITS FINDINGS AND RECOMMENDATIONS.
THIS IS A SUMMARY OF THE REPORT OF
THE FIRST ADVISORY COUNCIL. APPROXIMATELY
7 MILLION PERSONS WERE ENROLLED
IN VOCATIONAL EDUCATION DURING
1967. ENROLLMENT INCREASE FOR
THE THREE YEARS, 1966-1967, WAS
ABOUT 300 PERCENT LARGER THAN
THE ENROLLMENT INCREASE FOR THE
THREE YEARS PRIOR TO THE IMPLEMENTATION
OF THE VOCATIONAL EDUCATION ACT
OF 1963. DURING 1966, 25.4 PERCENT
OF THE STUDENTS IN PUBLIC SECONDARY
SCHOOLS (GRADES 9-12) WERE ENROLLED
IN VOCATIONAL EDUCATION PROGRAMS.
IN A NATIONAL SAMPLE OF 606,872
GRADUATES IN OCTOBER 1966, 80
PERCENT OF THOSE AVAILABLE FOR
PLACEMENT WERE PLACED IN A FIELD
FOR WHICH THEY WERE TRAINED OR IN
A RELATED FIELD. AN EXPANDED
CONCEPT OF VOCATIONAL EDUCATION IS
REQUIRED BECAUSE OF SOCIAL PROBLEMS,
UNEMPLOYMENT (IN 1966, FOR EXAMPLE,
12.0 PERCENT OF 14-19 YEAR OLDS WERE
UNEMPLOYED), LARGE CITY PROBLEMS,
A CRISIS IN RURAL AREAS, AND THE

FINANCIAL BURDEN OF CITY SCHOOL
SYSTEMS. ON THE BASIS OF A COMPREHENSIVE
REVIEW OF THE FINDINGS, THE COUNCIL
MADE 26 RECOMMENDATIONS, INCLUDING
ONE THAT \$1,565,000,000 BE AUTHORIZED
UNDER THE VOCATIONAL ACT TO MEET
CURRENT NEEDS. (PS)

ED 014 621 52 AA 000 283

SOPHAR, GERALD J. HEILPRIN, LAURENCE B.

THE DETERMINATION OF LEGAL FACTS
AND ECONOMIC GUIDELINES WITH
RESPECT TO THE DISSEMINATION OF
SCIENTIFIC AND EDUCATIONAL INFORMATION
AS IT IS AFFECTED BY COPYRIGHT--A
STATUS REPORT. FINAL REPORT.

COMMITTEE TO INVESTIGATE COPYRIGHT
PROBLEMS (CICP)

PUB DATE DEC 67

CONTRACT OEC-1-7-070793-3559

EDRS PRICE MF-\$1.00 HC-\$8.12 201P.

DESCRIPTORS *COPYRIGHTS, *FEDERAL
LEGISLATION, *GUIDELINES, *INFORMATION
DISSEMINATION, *LEGAL PROBLEMS,
BOOKS, CLEARINGHOUSES, COPYRIGHT
LAW OF 1909, COPYRIGHT REVISION
BILL H.R. 2512/S.597, COSTS, ECONOMIC
RESEARCH, EDUCATION, INFORMATION
CENTERS, INFORMATION SYSTEMS,
INFORMATION UTILIZATION, LEGAL
RESPONSIBILITY, LIBRARIES, LIBRARY
SERVICES, MEASUREMENT, NATIONAL
COMMISSION ON NEW TECHNOLOGICAL
USES OF COPYRIGHTED WORKS, PERIODICALS,
SCIENCES, TECHNOLOGY.

THE RESEARCH IN THIS REPORT IS
CONCERNED WITH TWO AREAS--(1) STUDY
OF THE COPYRIGHT PRACTICES OF LIBRARY
ADMINISTRATORS RESPONSIBLE FOR
PHOTODUPLICATION SERVICES AND
THEIR INTERPRETATIONS OF THE "FAIR
USE" ASPECT OF COPYRIGHT LAW IN
PROVIDING SERVICE TO THEIR CLIENTS,
AS WELL AS A STUDY OF WHAT FEDERAL
STATUTE AND CASE LAW ACTUALLY
PROVIDES IN THIS AREA AND (2) THE
FIRST STUDY OF LIBRARY COPYING ON A
LARGE-SAMPLE SCALE WITH REFERENCE
TO THE ECONOMICS OF COPYRIGHT.
THIS SECOND INVESTIGATION RESULTED
IN A NUMBER OF STATISTICS AND
ONE OR MORE POSSIBLY NEW USAGE
RELATIONS. AT LEAST ONE BILLION
PAGES OF PROFESSIONAL AND SCHOLARLY
COPYRIGHTED MATERIAL ARE MADE
ANNUALLY AS SINGLE COPIES. MULTIPLE
COPYING IS NEGLIGIBLE IN U.S.
LIBRARIES. EIGHTY-FIVE PERCENT OF
THE MATERIAL COPIED IS LESS THAN
FIVE YEARS OLD, AND IT IS PREPOND-
ERANTLY SCIENTIFIC-TECHNICAL IN
NATURE AND IN THE FORM OF COMPLETE
ARTICLES COPIED FROM JOURNALS,
PUBLISHED BY NONPROFIT PUBLISHERS.
FIVE PERCENT OF THE FEWER THAN 1,000
PUBLISHERS WHOSE WORKS ARE COPIED
ACCOUNT FOR 40 PERCENT OF THE
MATERIAL COPIED IN U.S. LIBRARIES.
THE REPORT CONCLUDED THAT UNDER
CURRENT BELIEFS AND PRACTICES
SINGLE-COPY REPRODUCTION IS NOT
SIGNIFICANTLY AFFECTED OR RESTRICTED
BY COPYRIGHT LAW, AND RECOMMENDS
THAT THE CONGRESS CONSIDER THIS
FACT IN WRITING FUTURE LEGISLATION.
AN OPEN ATTITUDE IS HELD BY LIBRARY
ADMINISTRATORS TOWARD A SYSTEM OF
COPYRIGHT ACCESS, PERMISSIONS, AND
PAYMENTS, PROVIDED THERE BE JOINT
USER-OWNER CONTROL. MANY OTHER
CONCLUSIONS, APPLICATIONS AND
RECOMMENDATIONS ARE REPORTED.
INCLUDED IN APPENDICES ARE THE
FIRST ANNUAL REPORT BY THE COMMITTEE
TO INVESTIGATE COPYRIGHT PROBLEMS AF-

PECTING COMMUNICATION IN SCIENCE AND EDUCATION (CICP) AND RELEVANT TABLES FROM THE CICP LIBRARY SURVEY. (AUTHOR/JB)

ED 014 622 24 AA 000 284

ADELSON, MARVIN AND OTHERS
A PILOT CENTER FOR EDUCATIONAL POLICY RESEARCH. FINAL REPORT-PART I. SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.

REPORT NUMBER TM-3645-003-00

REPORT NUMBER BR-7-1003

PUB DATE 29 FEB 68

CONTRACT OEC-1-7-071003-4275

EDRS PRICE MF-\$0.50 HC-\$2.88 70P.

DESCRIPTORS *COMPUTER ORIENTED PROGRAMS, *EDUCATIONAL CHANGE, *EDUCATIONAL RESEARCH, *ORGANIZATION, *POLICY FORMATION, ADMINISTRATOR ROLE, BIBLIOGRAPHIES, CITIZEN PARTICIPATION, COUNSELOR ROLE, DATA, EDUCATIONAL NEEDS, EDUCATIONAL PHILOSOPHY, EDUCATIONAL STRATEGIES, INFORMATION SYSTEMS, MATHEMATICAL MODELS, METHODOLOGY, SANTA MONICA, SIMULATION, TEACHER ROLE.

THE PILOT CENTER FOR EDUCATIONAL POLICY RESEARCH, OPERATED BY THE SYSTEM DEVELOPMENT CORPORATION FROM JUNE 1, 1967, THROUGH FEBRUARY 29, 1968, HAD THREE OBJECTIVES--(1) TO INVESTIGATE, ANALYZE, AND EXPERIMENT WITH METHODS, PROCEDURES, AND TOOLS FOR STUDYING THE FUTURE AS IT COULD AFFECT EDUCATION IN THE UNITED STATES, (2) TO FORECAST POSSIBLE ROLES IN EDUCATION IN 1988 OF TEACHERS, COUNSELORS, AND ADMINISTRATORS AND TO CONSIDER POSSIBLE NEW EDUCATIONAL FUNCTIONS INVOLVING NEW VARIETIES OF EDUCATORS, AND (3) TO DEVELOP A STRATEGY, A PHILOSOPHY, AND AN ORGANIZATIONAL DESIGN FOR AN OPERATIONAL CENTER FOR THE INVENTING OF EDUCATIONAL FUTURES COVERING A WIDE SPECTRUM OF CONSIDERATIONS THROUGH AN EXTENDED PERIOD IN THE FUTURE. SEVEN PROJECTS WERE UNDERTAKEN, EACH COVERING A DIFFERENT SUBJECT RELATED TO FUTURE EDUCATIONAL POLICY MAKING--(1) A SURVEY AND EVALUATION OF THE FORECASTING STATE OF THE ART, (2) A STUDY OF CONTEXTUAL MAPPING, (3) A SURVEY OF MATHEMATICAL MODELS, (4) A STUDY OF EDUCATIONAL "WANTS," (5) A STUDY OF FUTURE EDUCATION ROLES, (6) THE DEVELOPMENT OF SEMIAUTOMATED DATA BASES, AND (7) EXPERIMENTS IN INTERACTION. THE RESULTS OF THESE SEVEN PROJECTS LED TO RECOMMENDATIONS FOR THE FORMATION OF A SUITABLE ORGANIZATION AND THE EXECUTION OF SPECIFIC ACTIVITIES FOR AN OPERATIONAL EDUCATIONAL POLICY RESEARCH CENTER THAT IS EXPECTED TO CHANGE AND EVOLVE IN RESPONSE TO NEW AND CHANGING REQUIREMENTS. (HW)

ED 014 623 24 AA 000 285

ADELSON, MARVIN AND OTHERS
A PILOT CENTER FOR EDUCATIONAL POLICY RESEARCH. FINAL REPORT-PART II (APPENDICES). SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.

REPORT NUMBER TM-3645-004-00

REPORT NUMBER BR-7-1003-1

PUB DATE 29 FEB 68

CONTRACT OEC-1-7-071003-4275

EDRS PRICE MF-\$1.25 HC-\$10.34 269P.

DESCRIPTORS *COMPUTER ORIENTED PROGRAMS, *EDUCATIONAL CHANGE, *EDUCATIONAL RESEARCH, *ORGANIZATION, *POLICY FORMATION, ADMINISTRATOR ROLE, BIBLIOGRAPHIES, CITIZEN PARTICIPATION, COUNSELOR ROLE, DATA, EDUCATIONAL NEEDS, EDUCATIONAL PHILOSOPHY, EDUCATIONAL STRATEGIES, INFORMATION SYSTEMS, MATHEMATICAL MODELS, METHODOLOGY, SANTA MONICA, SIMULATION, TEACHER ROLE.

THIS DOCUMENT CONTAINS THE PAPERS PREPARED BY THE PILOT CENTER FOR EDUCATIONAL POLICY RESEARCH STAFF WHICH ARE THE BASIC SOURCE MATERIAL SUMMARIZED IN PART I (ED 014 222). THESE PAPERS DESCRIBE THE ACCOMPLISHMENTS OF THE CENTER IN DEPTH, TELL SOMETHING OF THE ASPIRATIONS AND ASSUMPTIONS FOR THE PROPOSED OPERATIONAL CENTER, AND CONTAIN THE FINDINGS AND CONCLUSIONS OF THE PILOT STUDIES. THE PAPERS COVER THE FOLLOWING GENERAL TOPICS--(1) THE RESULTS OF THE INVESTIGATIONS INTO THE METHODOLOGY OF CONJECTURING ABOUT THE FUTURE, (2) THE POTENTIAL UTILITY OF COMPUTER PROGRAMED MATHEMATICAL MODELS FOR EDUCATIONAL PLANNING, (3) THE RESULTS OF AN EXPERIMENT DESIGNED TO EXPLORE THE EDUCATIONAL "WANTS" OF "FUTURE PREFERENCES" OF A SELECTED NUMBER OF DIVERSE GROUPS AND ORGANIZATIONS IN SOCIETY, (4) THE RESULTS OF AN ANALYSIS OF POSSIBLE FUTURE ROLES OF EDUCATORS IN A POST-1988 WORLD, (5) FINDINGS OF AN INVESTIGATION OF THE UTILITY OF AUTOMATED BIBLIOGRAPHIC AND FORECASTING METHODS DATA FILES FOR USE IN AN OPERATIONAL CENTER, (6) THE USE OF "SYSTEM" CONCEPTS AS AN AID IN THE EDUCATIONAL POLICY MAKING PROCESS, AND (7) COMMENTARY ON THE EDUCATIONAL POLICY MAKING PROCESS. (HW)

ED 014 624 AC 000 596

A GUIDE TO HOUSEKEEPING.

NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH

EDRS PRICE MF-\$0.25 HC-\$2.28 55P.

DESCRIPTORS *ADULT BASIC EDUCATION, *HOMEMAKING EDUCATION, *HOMEMAKING SKILLS, *INSTRUCTIONAL MATERIALS, *SAFETY EDUCATION, ACCIDENT PREVENTION, HOME MANAGEMENT, HYGIENE.

INSTRUCTIONS FOR CLEANING EVERY PART OF THE HOUSE ARE GIVEN IN OUTLINE FORM WITH PICTURES TO ILLUSTRATE PROCEDURES. FOR EACH JOB A LIST OF SUPPLIES NEEDED, STEP-BY-STEP INSTRUCTIONS, AND SPECIAL TIPS ARE GIVEN. A PLAN FOR KEEPING A CLEAN HOUSE INCLUDES LISTS OF JOBS TO BE DONE DAILY, WEEKLY, AND MONTHLY. THE SECTION ON HOME SAFETY INCLUDES PLACEMENT OF FURNITURE AND UPKEEP OF FLOORS AND RUGS, LISTS OF SAFE CLOTHING FOR THE HOUSEKEEPER, INSTRUCTIONS FOR THE PROPER USE OF ELECTRICAL APPLIANCES, AND SAFETY PRECAUTIONS TO BE TAKEN IN THE BATHROOM, KITCHEN, AND WITH CLEANING SUPPLIES AND MEDICINES. (THIS DOCUMENT WAS PREPARED BY THE CLEANLINESS BU-

REAU, 40 EAST 41ST STREET, NEW YORK, N.Y. 10017) (AJ)

ED 014 625

AC 001 348

WHITE, THURMAN J.

THE FUTURE OF AMERICAN ADULT EDUCATION. TITLE I NEWSLETTER, 12.

TENNESSEE UNIV., KNOXVILLE, UNIV. EXTENSION DIV.

PUB DATE 07 SEP 67

EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *ADULT EDUCATION, *EDUCATIONAL CHANGE, *EDUCATIONAL TRENDS, *PREDICTION, COMMUNITY COLLEGES, COMPARATIVE ANALYSIS, DEGREES (TITLES), FINANCIAL SUPPORT, GOVERNMENT ROLE, NATIONAL ORGANIZATIONS, PARTICIPATION, SOCIAL SCIENCES, VALUES.

THE AUTHOR PREDICTS TEN FUTURE EVENTS THAT WILL MARK THE TRANSFORMATION FROM OPPORTUNITY TO REALITY OF EDUCATION FOR ALL AMERICANS. (1) THE FEDERAL GOVERNMENT WILL EMERGE WITH PRIMARY RESPONSIBILITY FOR ADULT EDUCATION. (2) MORE INSTITUTIONS OF HIGHER EDUCATION WILL OFFER ADVANCED DEGREES IN ADULT EDUCATION. (3) BY 1980, 20 PERCENT OF THE ADULT POPULATION WILL BE COMMITTED TO AT LEAST ONE PROGRAM OF PART-TIME STUDY. (4) ADULTS WILL BE PAID TO GO TO SCHOOL AS AN ORDINARY PRACTICE. (5) ADULT EDUCATION WILL EMERGE AS A MAJOR CONCERN OF SOCIAL SCIENTISTS. (6) "EASIER LEARNING IN LESS TIME," MADE POSSIBLE BY EDUCATIONAL TECHNOLOGY, WILL ENJOY A BRIEF PERIOD OF GENERAL ENTHUSIASM BY THE EDUCATIONAL SCIENTIST. (7) THE COMMUNITY COLLEGE WILL EMERGE AS THE FASTEST-GROWING SEGMENT OF ADULT EDUCATION. (8) THE ADULT EDUCATION ASSOCIATION WILL GAIN ENORMOUS STRENGTH AS THE NATIONAL ASSOCIATION OF ALL ADULT EDUCATORS. (9) COMPARATIVE ADULT EDUCATION WILL BECOME A FAVORITE STUDY OF PROFESSIONAL ADULT EDUCATORS. (10) A CONCERN FOR VALUES WILL REQUIRE ASSISTANCE OF PHILOSOPHERS IN DEVELOPING CURRICULUM. (THIS IS A REPRINT OF A SPEECH MADE AT THE TENNESSEE CONFERENCE FOR INSTITUTIONAL REPRESENTATIVES CONCERNING TITLE I, CONDUCTED AT NASHVILLE, ON AUGUST 4, 1967) (RT)

ED 014 626

AC 001 365

LONG, HUEY B.

CONTINUING EDUCATION IN BREVARD COUNTY, FLORIDA.

FLORIDA ST. UNIV., TALLAHASSEE, INST. FOR SOC. RES

REPORT NUMBER URBAN RES CENTER-3

PUB DATE 67

EDRS PRICE MF-\$0.50 HC-\$3.68 90P.

DESCRIPTORS *ADULT EDUCATION PROGRAMS, *EDUCATIONAL FACILITIES, *GEOGRAPHIC DISTRIBUTION, *PARTICIPATION, *UNITS OF STUDY (SUBJECT FIELDS), COLLEGES, COMMUNITY CO-OPERATION, COMMUNITY RESOURCES, EDUCATIONAL BACKGROUND, ENROLLMENT PROJECTIONS, FLORIDA, INCOME, JUNIOR COLLEGES, PARTICIPANT CHARACTERISTICS, PROPRIETARY SCHOOLS, STATE UNIVERSITIES, SURVEYS, VOLUNTARY AGENCIES.

THE PURPOSES OF THIS STUDY OF ADULT EDUCATION FACILITIES IN BRE-

VARD COUNTY, FLORIDA, WHERE THE RESIDENTS HAD AN UNUSUALLY HIGH EDUCATIONAL ACHIEVEMENT AND INCOME, WERE TO (1) DETERMINE WHO SPONSORED THE ADULT EDUCATIONAL ACTIVITIES IN THE COUNTY, (2) OBTAIN A QUANTITATIVE MEASURE OF THE PARTICIPATION OF ADULTS, (3) DETERMINE WHAT KINDS OF ACTIVITIES WERE OFFERED BY THE DIFFERENT INSTITUTIONS, AND (4) NOTE TRENDS IN THE DEVELOPMENT OF FACILITIES. FORTY-NINE ORGANIZATIONS, AGENCIES, AND INSTITUTIONS IDENTIFIED AS SPONSORING ADULT EDUCATION RETURNED QUESTIONNAIRES. ACTIVITIES WERE SPREAD AMONG STATE UNIVERSITIES, PRIVATE COLLEGES, A JUNIOR COLLEGE, PROPRIETARY SCHOOLS, GOVERNMENTAL AGENCIES, YMCA'S, LIBRARIES, AND THE AMERICAN RED CROSS. DISTRIBUTION OF THE PROGRAMS BY SUCH CLASSIFICATIONS AS ACADEMIC, HOMEMAKING, AND VOCATIONAL, SHOWED THAT INSTITUTIONS REFLECTED SPECIAL PURPOSES. GEOGRAPHIC DISTRIBUTION OF FACILITIES APPEARED OUT OF BALANCE AND THERE WAS A HIGH INCIDENCE OF SHARING PHYSICAL FACILITIES. PROJECTIONS OF EXPECTED ENROLLMENTS SUGGESTED DEVELOPMENT NEEDS FOR THE COUNTY. COMPARISONS TO THE ST. STEVENS STUDY OF JOHNSTONE, REPORTED IN "VOLUNTEERS FOR LEARNING," SUPPORTED THE ASSUMPTION THAT SUCH COMMUNITIES TENDED TO ENGAGE IN ADULT EDUCATION MORE THAN THE NATIONAL AVERAGE. (DOCUMENT INCLUDES TABLES) (RT)

ED 014 627 AC 001 366

FARQUHAR, R.N.
AGRICULTURAL EXTENSION.
AUSTRALIAN COUNCIL FOR EDUCATIONAL RES., VICTORIA
PUB DATE JUL 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EXTENSION AGENTS, *FARM MANAGEMENT, *GOVERNMENT ROLE, *PRIVATE AGENCIES, *RURAL EXTENSION, AUSTRALIA, CLUBS, ECONOMICS, EDUCATIONAL NEEDS, EDUCATIONAL PHILOSOPHY, EDUCATIONAL POLICY, FEDERAL AID, GENERALISTS, INDUSTRY, INSERVICE EDUCATION, NATIONAL SURVEYS, PROFESSIONAL EDUCATION, SPECIALISTS, STATE GOVERNMENT, UNIVERSITY EXTENSION.

AUSTRALIAN AGRICULTURAL EXTENSION HAS LONG EMPHASIZED TECHNICAL ADVISORY SERVICE AT THE EXPENSE OF THE SOCIOECONOMIC ASPECTS OF FARM PRODUCTION AND FARM LIFE. ONLY IN TASMANIA HAS FARM MANAGEMENT BEEN STRESSED. DEMANDS FOR THE WHOLE-FARM APPROACH HAVE PRODUCED A TREND TOWARD GENERALISM FOR DISTRICT OFFICERS IN MOST STATES. THE FEDERAL GOVERNMENT, MASS MEDIA, AND BUSINESS, INDUSTRIAL, RESEARCH, AND RURAL GROUPS SUPPLEMENT STATE GOVERNMENT EFFORTS. IN PARTICULAR, THE PRIVATE SERVICES OF FARM MANAGEMENT CLUBS, INTRODUCED IN 1956, NOW EMPLOY ABOUT TWICE AS MANY GENERALIZED EXTENSION WORKERS AS ALL THE STATE GOVERNMENTS COMBINED. HOWEVER, THERE ARE AT PRESENT NO SPECIAL FACILITIES IN AUSTRALIA FOR PROFESSIONAL AGRICULTURAL EXTENSION TRAINING. FUTURE PROGRESS IN AUSTRALIAN AGRICULTURAL EXTENSION

WILL REQUIRE BETTER TRAINED FARMERS, MORE SKILLED CONSULTANTS, ADEQUATE PROFESSIONAL TRAINING AND EXTENSION RESEARCH, PARTICIPATION OF THE RURAL POPULATION IN VOLUNTARY ORGANIZATIONS, CLOSE TEAMWORK BETWEEN EXTENSION GENERALISTS AND SPECIALISTS, AND CLOSER COOPERATION AMONG ALL THE EXTENSION SERVICES. THIS DOCUMENT IS CHAPTER 8, IN AGRICULTURAL EDUCATION IN AUSTRALIA, BY R.N. FARQUHAR, AVAILABLE FROM THE AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH, HAWTHORN, VICTORIA. (LY)

ED 014 628 AC 001 380

LONDONER, CARROLL A.
A READABILITY ANALYSIS OF RANDOMLY SELECTED BASIC EDUCATION AND VOCATIONAL EDUCATION CURRICULUM MATERIALS USED AT THE ATTERBURY JOB CORPS CENTER AS MEASURED BY THE GUNNING FOG INDEX.
INDIANA UNIV., BLOOMINGTON, SCH. OF EDUCATION
PUB DATE JAN 67
EDRS PRICE MF-\$0.25 HC-\$1.16 27P.

DESCRIPTORS *ADULT BASIC EDUCATION, *ADULT VOCATIONAL EDUCATION, *INSTRUCTIONAL MATERIALS, *READABILITY, *READING MATERIALS, GRADE 4, GRADE 5, GRADE 6, GUNNING FOG INDEX, JOB CORPS, READING ABILITY, READING COMPREHENSION, READING DIFFICULTY, READING LEVEL, READING RESEARCH, SENTENCE STRUCTURE, STRUCTURAL ANALYSIS, SYLLABLES.

A STUDY WAS MADE OF THE READABILITY LEVELS OF CURRICULUM MATERIALS USED IN THE BASIC AND THE VOCATIONAL EDUCATION PROGRAMS AT THE ATTERBURY JOB CORPS CENTER IN INDIANA. THE GUNNING FOG INDEX WAS USED TO MEASURE STYLE OF DIFFICULTY AS CREATED BY LENGTHY SENTENCES AND POLYSYLLABIC WORDS. THIS IS HIGHLY CORRELATED TO THE LEVEL OF SCHOOL GRADE ATTAINED BY THE READER. FIVE JOB SHEETS USED IN THE VOCATIONAL COURSES IN HEATING AND REFRIGERATION INSTALLATION AND RANDOM SAMPLINGS OF "SUCCESS IN LANGUAGE/A" AND "THE MONEY YOU SPEND" USED IN THE BASIC EDUCATION PROGRAM WERE ANALYZED. THE JOB SHEETS TESTED APPROXIMATELY AT THE FIFTH GRADE LEVEL. "SUCCESS IN LANGUAGE/A" TESTED AT THE SIXTH GRADE LEVEL, AND "THE MONEY YOU SPEND," AT FOURTH GRADE. CORPSMEN HAVING ATTAINED FIFTH OR SIXTH GRADE SCHOOL LEVELS OF READING SHOULD BE ABLE TO HANDLE THE MATERIAL. (STATISTICAL TABLES AND A BIBLIOGRAPHY ARE INCLUDED.) (RT)

ED 014 629 AC 001 381

HAYES, ANN AND OTHERS
AN INVESTIGATION OF MATERIALS AND METHODS FOR THE INTRODUCTORY STAGE OF ADULT LITERACY EDUCATION.
ADULT EDUCATION COUNCIL OF GREAT-ER CHICAGO, ILL.
ILLINOIS STATE OFF. SUPT. PUB. INSTR., SPRINGFIELD
PUB DATE 67
EDRS PRICE MF-\$0.50 HC-\$2.56 62P.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *ILLITERATE ADULTS, *INSTRUCTIONAL MATERIALS, *LITERACY EDUCATION, *TEACHING METHODS, COUNSELING, EVALUATION, EXPERIENCE CHARTS, FIELD INTERVIEWS, GROUPING (INSTRUCTIONAL PURPOSES), INTELLIGENCE TESTS, LANGUAGE ARTS, LISTENING SKILLS, MATERIAL DEVELOPMENT, ORIENTATION, READING INSTRUCTION, READING TESTS, SPEAKING, STUDENT TEACHER RELATIONSHIP, TEST CONSTRUCTION, TESTING, WORD RECOGNITION.

IN THE GREATER CHICAGO AREA A STUDY WAS MADE OF TEACHING MATERIALS AND METHODS FOR LITERACY EDUCATION. AN ANNOTATED, SELECTED BIBLIOGRAPHY OF PUBLISHED MATERIALS WAS COMPILED OF PROFESSIONAL BOOKS, BASAL MATERIALS INCLUDING PUBLISHERS' SERIES, AND SUPPLEMENTARY MATERIALS. TEACHERS ARE CAUTIONED TO ASSUME A SELECTIVE APPROACH BECAUSE NO BASAL SERIES WAS FOUND COMPLETE ENOUGH TO JUSTIFY EXCLUSIVE ADOPTION. OPEN-ENDED INTERVIEWS WERE CONDUCTED WITH TEACHERS AND ADMINISTRATORS OF LITERACY PROGRAMS. MOST TEACHERS CONDUCTED SOME ORIENTATION, BUT THEIR METHODS VARIED TOO MUCH TO SUMMARIZE. THE MAJORITY REPORTED NO ADVERSE STUDENT REACTIONS TO CLASS GROUPING. PRETESTING WITH STANDARDIZED FORMS WAS COMMON, AND MANY TEACHER-MADE TESTS WERE USED DURING COURSES. TEACHERS DESCRIBED MATERIALS THEY HAD MADE OR USED AND PUPILS' REACTIONS TO THEIR TECHNIQUES. TECHNIQUES USED INCLUDED THE PHONICS APPROACH TO WORD RECOGNITION, EXPERIENCE CHARTS, LISTENING EXERCISES, AND A COMBINED LANGUAGE ARTS APPROACH. OVER HALF THE TEACHERS REPORTED PERSONAL INVOLVEMENT IN THE LIVES OF THEIR PUPILS. (RT)

ED 014 630 AC 001 397

OHLEGER, WILLIAM
WORKSHOP IN ADULT BASIC EDUCATION.
WORKSHOP REPORT AND RESOURCE DOCUMENT (JULY 6-26, 1967).
OHIO UNIV., COLUMBUS, CENTER FOR ADULT EDUCATION
PUB DATE 67
EDRS PRICE MF-\$0.50 HC-\$3.96 97P.

DESCRIPTORS *ADULT BASIC EDUCATION, *ADULT LEARNING, *CURRICULUM PLANNING, *EDUCATIONAL METHODS, *EDUCATIONAL NEEDS, ADULT CHARACTERISTICS, CITIZENSHIP, COURSE CONTENT, CULTURALLY DISADVANTAGED, HOME ECONOMICS, ILLITERATE ADULTS, INSTRUCTIONAL MATERIALS, LANGUAGE ARTS, LEARNING MOTIVATION, MATHEMATICS, OHIO, PARENT EDUCATION, PERCEPTUAL DEVELOPMENT, PROGRAM ADMINISTRATION, PSYCHOLOGICAL CHARACTERISTICS, PUBLIC SCHOOLS, READING DEVELOPMENT.

SPEECHES BY CONSULTANTS AND REPORTS FROM COMMITTEES AT THIS 1967 ADULT BASIC EDUCATION WORKSHOP AT OHIO STATE UNIVERSITY STRESS A PRACTICAL AND CONCRETE APPROACH TO DEALING, NOT ONLY WITH SPECIFIC SKILL NEEDS IN READING AND LANGUAGE ARTS, MATHEMATICS, AND EVERYDAY LIVING AND CITIZENSHIP, BUT WITH UNDERLYING CULTURAL, PERCEPTUAL, AND EMOTIONAL FACTORS THAT LOWER ADULT MOTIVATION AND LEARNING EFFICIENCY. THE REPORTS OUTLINE SUGGESTIONS ON COURSE AND LESSON CONTENT, METHODS AND TECHNIQUES,

AND CURRICULUM MATERIALS AND SYSTEMS, TOGETHER WITH APPROPRIATE ADMINISTRATIVE, SUPERVISORY, AND SUPPORTIVE SERVICES. THE ROLE AND THE RESPONSIBILITY OF THE OHIO PUBLIC SCHOOLS IN THIS ENDEAVOR ARE ALSO DISCUSSED. (THE DOCUMENT INCLUDES 42 REFERENCES, A SUMMARY OF EVALUATIONS, EVALUATION FORMS, AND PARTICIPANT ROSTER.) (LY)

ED 014 631

AC 001 400

DUBIN, SAMUELS. AND OTHERS.
MANAGERIAL AND SUPERVISORY EDUCATIONAL NEEDS OF BUSINESS AND INDUSTRY IN PENNSYLVANIA (AND) SURVEY REPORT OF MANAGERIAL AND SUPERVISORY EDUCATIONAL NEEDS OF BUSINESS AND INDUSTRY IN PENNSYLVANIA.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BUSINESS, *EDUCATIONAL NEEDS, *INDUSTRY, *MANAGEMENT DEVELOPMENT, *SUPERVISORY TRAINING, ADMINISTRATIVE PERSONNEL, COMPANY SIZE, EDUCATIONAL BACKGROUND, EMPLOYER ATTITUDES, EMPLOYMENT LEVEL, INPLANT PROGRAMS, INSTRUCTIONAL MEDIA, PENNSYLVANIA, PENNSYLVANIA STATE UNIVERSITY, PROFESSIONAL CONTINUING EDUCATION, QUESTIONNAIRES, RELEASED TIME, STATE SURVEYS, STATISTICAL DATA, TUITION GRANTS, UNITS OF STUDY (SUBJECT FIELDS), UNIVERSITIES.

TO DETERMINE TRAINING NEEDS OF MANAGERIAL AND SUPERVISORY PERSONNEL IN PENNSYLVANIA BUSINESS AND INDUSTRY AND TO RECOMMEND METHODS OF MEETING THESE NEEDS, 3,620 TOP AND MIDDLE MANAGERS AND FIRST-LINE SUPERVISORS FROM 250 COMPANIES COMPLETED QUESTIONNAIRES. DATA ON COURSES NEEDED, EDUCATIONAL BACKGROUND AND PLANS, KIND OF UPDATING USED, EDUCATIONAL MEDIA PREFERRED, COMPANY SIZE, AND COMPANY ATTITUDES TOWARD EDUCATION WERE SUPPLIED. TOP MANAGERS MOST NEEDED COURSES IN COMMUNICATION TECHNIQUES AND FINANCIAL MANAGEMENT, MIDDLE MANAGERS IN WORKING WITH INDIVIDUALS, AND SUPERVISORS IN FUNDAMENTALS OF SUPERVISION. BOTH MIDDLE MANAGERS AND SUPERVISORS KEPT UP TO DATE THROUGH INFORMAL DISCUSSIONS AND FAVORED PROGRAMED INSTRUCTION AND CORRESPONDENCE COURSES AFTER FORMAL CLASSES. MIDDLE MANAGERS USED WORKSHOPS OR SEMINARS, SUPERVISORS USED INSERVICE COURSES. IT WAS RECOMMENDED (1) THAT UNIVERSITIES OFFER PROGRAMS IN HUMAN RELATIONS, COMMUNICATION, AND MANAGEMENT DEVELOPMENT IN LOCATIONS CONVENIENT TO BUSINESS AND PROVIDE PROGRAMED AND CORRESPONDENCE COURSES AND EDUCATIONAL TELEVISION, (2) THAT BUSINESS ENCOURAGE EMPLOYEES STUDY AND INCREASE INSERVICE PROGRAMS, AND (3) THAT EMPLOYEES BE AWARE OF EDUCATIONAL ASSISTANCE PROVIDED BY COMPANIES AND SELECT APPROPRIATE EDUCATIONZATIONAL MEDIA. (DOCUMENT INCLUDES TABLES AND THREE QUESTIONNAIRES.) THE DOCUMENT IS AVAILABLE FROM THE PENNSYLVANIA STATE UNIVERSITY, UNIVERSITY PARK, PA., 252P. (AJ)

ED 014 632

AC 001 424

GEORGIA STATE PLAN FOR COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS FOR FISCAL YEAR 1966 UNDER TITLE I, HIGHER EDUCATION ACT OF 1965. ANNUAL AMENDMENT.

GEORGIA UNIV., ATHENS

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.64 39P.

DESCRIPTORS *COMMUNITY LEADERS, *COMMUNITY PROBLEMS, *EDUCATIONAL NEEDS, *EVALUATION, *STATE PROGRAMS, CITY OFFICIALS, COMMUNICATION (THOUGHT TRANSFER), COMMUNITY PLANNING, COMMUNITY SERVICES, COUNTY OFFICIALS, FEDERAL AID, FEDERAL LEGISLATION, GEORGIA, GOVERNMENT EMPLOYEES, HIGHER EDUCATION ACT (1965), HUMAN RELATIONS, INTERGROUP RELATIONS, MANPOWER DEVELOPMENT, RESOURCE ALLOCATIONS, UNIVERSITY EXTENSION.

IN ACCORDANCE WITH TITLE I OF THE HIGHER EDUCATION ACT OF 1965, THE GEORGIA STATE AGENCY FOR COMMUNITY SERVICE AND CONTINUING EDUCATION SPONSORED CONFERENCES TO IDENTIFY PROBLEMS AND TO ASSIGN PRIORITIES TO PROBLEM AREAS. DURING THE EIGHT REGIONAL CONFERENCES, ATTENDED BY 317 COMMUNITY LEADERS AND INTERESTED CITIZENS FROM 95 GEORGIA COUNTIES, 92 SPECIFIC COMMUNITY PROBLEMS WERE IDENTIFIED. MEMBERS OF A STATEWIDE LEADERSHIP CONFERENCE (INCLUDING 19 REPRESENTATIVES OF HIGHER EDUCATION) REVIEWED THE PROBLEMS CITED AND UNDERTOOK TO SET PRIORITIES. MEMBERS OF THE COUNCIL OF PARTICIPATING INSTITUTIONS THEN ASSIGNED THE FOLLOWING RANK ORDER TO THE BROAD PROBLEM AREAS-COMMUNITY DEVELOPMENT AND PLANNING, OCCUPATIONAL COMPETENCE OF LOCAL GOVERNMENT OFFICIALS, HUMAN RELATIONS AND COMMUNICATION AMONG ORGANIZATIONS AND SOCIOECONOMIC GROUPS, SELF REALIZATION, AND FAMILY LIFE. THE STATE AGENCY DETERMINED THAT DURING 1968 HIGHEST PRIORITY SHOULD BE GIVEN TO IMPROVING COMMUNITY PLANNING AND DEVELOPMENT, ADMINISTRATIVE SKILLS OF MUNICIPAL AND COUNTY OFFICIALS AND EMPLOYEES, AND INTERGROUP RELATIONS AND COMMUNICATION. (THE DOCUMENT INCLUDES FUNDING PROPOSALS, DATA ON PARTICIPANTS, AND PROBLEM AREAS AND PRIORITIES.) (LY)

ED 014 633

AC 001 439

PROSSER, ROY C. AND OTHERS
PROCEEDINGS OF THE CONFERENCE ON PROGRAMMED LEARNING AND RESEARCH IN ADULT EDUCATION (NAIROBI, JUNE 12-19, 1966).

ADULT EDUCATION ASSN. OF EAST AND CENTRAL AFRICA

PUB DATE 66

EDRS PRICE MF-\$0.75 HC-\$5.20 128P.

DESCRIPTORS *DEVELOPING NATIONS, *PROGRAMED INSTRUCTION, *PROGRAMING, *RESEARCH, *RESEARCH METHODOLOGY, AFRICA, CORRESPONDENCE COURSES, EAST AFRICA, EVALUATION, MASS INSTRUCTION, PUBLIC POLICY, RESEARCH NEEDS, UNITS OF STUDY (SUBJECT FIELDS).

DISCUSSIONS AT THE SECOND CONFERENCE OF THE ADULT EDUCATION ASSOCIATION OF EAST AND CENTRAL AFRICA CONCENTRATED ON PROGRAMED INSTRUCTION AND RESEARCH. THE BASIC

TECHNIQUES OF PROGRAMING WERE OUTLINED AND CURRENT TRENDS OF THOUGHT IN THE DEVELOPMENT AND USE OF PROGRAMED INSTRUCTION WERE DISCUSSED. THE CONFEREES EXAMINED THE FIELDS WHERE RESEARCH WOULD BE APPROPRIATE, THE MOST VALUABLE METHODS TO BE USED, AND THE WAYS IN WHICH MORE RESEARCH AND EVALUATION COULD BE ACHIEVED IN DEVELOPING NATIONS. IT WAS RESOLVED THAT-(1) PROGRAMED INSTRUCTION HAD GREAT POTENTIAL VALUE IN ADULT EDUCATION IN DEVELOPING COUNTRIES, WHERE THERE IS A CHRONIC TEACHER SHORTAGE AND MANY ADULTS HAVE TO LEARN ON THEIR OWN AND THAT (2) IMMEDIATE STEPS SHOULD BE TAKEN TO START RESEARCH PROJECTS, USING EXISTING RESEARCH INSTITUTES AND SOLICITING EXTERNAL ASSISTANCE. (THIS CONFERENCE WAS HELD AT NAIROBI, JUNE 12-19, 1966) (RT)

ED 014 634

AC 001 450

STYLER, W.E.

ADULT EDUCATION IN INDIA.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADULT BASIC EDUCATION, *DEVELOPING NATIONS, *LABOR EDUCATION, *LITERACY EDUCATION, *UNIVERSITY EXTENSION, AGE GROUPS, CITIZENSHIP, COMMUNITY DEVELOPMENT, CONTINUING EDUCATION CENTERS, CORRESPONDENCE COURSES, EDUCATIONAL COORDINATION, FINANCIAL PROBLEMS, ILLITERATE ADULTS, INDIA, LEADERSHIP TRAINING, MYSORE, POONA, RAJASTHAN, RESIDENTIAL CENTERS, SOCIAL CHANGE, TEACHER EVALUATION, UNIVERSITIES, VOLUNTARY CORRESPONDENCE COURSES, EDUCATIONAL COORDINATION, FINANCIAL PROBLEMS, ILLITERATE ADULTS, INDIA, LEADERSHIP TRAINING, MYSORE, POONA, RAJASTHAN, RESIDENTIAL CENTERS, SOCIAL CHANGE, TEACHER EVALUATION, UNIVERSITIES, VOLUNTARY AGAINST A BACKGROUND OF MASS ILLITERACY, POOR PAY AND STATUS OF TEACHERS, AND AN ALIEN EDUCATION PATTERN, THE STATE GOVERNMENTS OF INDIA HAVE PROVIDED SOCIAL EDUCATION FOR CITIZENSHIP AS WELL AS LITERACY. INDIVIDUAL AND GROUP METHODS HAVE BEEN USED, VIDYAPEETHS (RESIDENTIAL COLLEGES) AND EDUCATIONAL CENTERS HAVE BEEN SET UP, AND ALL INDIA RADIO USED IN RURAL AREAS. BECAUSE OF OVERWHELMING ILLITERACY AND ITS CONNECTION WITH COMMUNITY DEVELOPMENT AND THE PANCHAYATS, WHICH HAVE NOT BEEN SUCCESSFUL, SOCIAL EDUCATION HAS NOT ACHIEVED AS HOPED. THINKING IS TURNING TO CONCENTRATING ON THE 15-30 AGE GROUP AND SETTING UP VOLUNTARY VILLAGE COLLEGES WITH GOVERNMENT SUPPORT. SINCE 1958, THE CENTRAL BOARD OF WORKERS EDUCATION HAS PROVIDED SUCCESSFUL COURSES FOR WORKERS RUN BY PROFESSIONAL EDUCATION OFFICERS AND WORKER TEACHERS AND CONCERNED ALSO WITH LITERACY. SINCE 1964, THE UNIVERSITIES OF MYSORE, POONA, AND RAJASTHAN HAVE CREATED DEPARTMENTS OF ADULT EDUCATION, PROVIDING LECTURE SERIES AND SETTING UP EDUCATIONAL CENTERS IN SMALLER COMMUNITIES. DELHI HAS STARTED A CORRESPONDENCE COURSE. THE INDIAN ASSOCIATION FOR ADULT EDUCATION, A VO-

LUNTARY ORGANIZATION, SHOULD BECOME A QUASI-GOVERNMENT AGENCY TO DEVELOP A STRUCTURED SYSTEM. THIS DOCUMENT IS AVAILABLE FROM THE OXFORD UNIVERSITY PRESS, OXFORD, ENGLAND.(RT)

ED 014 635

AC 001 502

SPIEGEL, JEANNE.

CONTINUING EDUCATION FOR WOMEN, A SELECTED ANNOTATED BIBLIOGRAPHY. BUSINESS AND PROFESSIONAL WOMENS FOUNDATION
PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *WOMENS EDUCATION, ADULT EDUCATION, BUSINESS AND PROFESSIONAL WOMENS FOUNDATION, CAREER OPPORTUNITIES, COLLEGES, EDUCATIONAL NEEDS, EDUCATIONAL OPPORTUNITIES, EDUCATIONAL PROBLEMS, MOTIVATION, PARTICIPANT CHARACTERISTICS, PARTICIPATION, PROGRAM DESCRIPTIONS.

A BIBLIOGRAPHY OF MATERIALS WAS PREPARED ON THE SUBJECT OF THE ECONOMIC, SOCIAL, AND PSYCHOLOGICAL CHALLENGES CONFRONTING WOMEN IN DEVELOPING THEIR CAPABILITIES THROUGH CONTINUING EDUCATION. SELECTIONS ARE NOT EVALUATED, BUT ANNOTATIONS SUMMARIZE CONTENT AND FINDINGS. INCLUDED ARE 30 BOOKS, REPORTS, AND PAMPHLETS, 24 PERIODICAL ARTICLES, FOUR UNPUBLISHED THESES, AND THREE MISCELLANEOUS ITEMS. ALL HAVE BEEN PUBLISHED SINCE 1960 AND ARE IN THE REFERENCE COLLECTION OF THE FOUNDATION LIBRARY. THIS DOCUMENT IS AVAILABLE FROM THE BUSINESS AND PROFESSIONAL WOMEN'S FOUNDATION, 2010 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20036. (RT)

ED 014 636

AC 001 524

WHITLOCK, GERALD H.

RESEARCH INFORMATION SOURCES IN TRAINING, A COMPREHENSIVE SURVEY OF PRESENT AND PLANNED RESOURCES.
PUB DATE NOV 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INDUSTRIAL TRAINING, *INFORMATION SOURCES, *MANPOWER DEVELOPMENT, *PUBLICATIONS, *RESEARCH, ADULT EDUCATION, ADULT VOCATIONAL EDUCATION, CLEARINGHOUSES, INFORMATION PROCESSING, INFORMATION SERVICES, INTERNATIONAL ORGANIZATIONS, PERIODICALS.

THIS ARTICLE LISTS THE MAJOR SOURCES OF INFORMATION REGARDING RESEARCH, COMPLETED AND ONGOING, IN THE FIELD OF MANPOWER TRAINING AND DEVELOPMENT. MOST EXTENSIVE INFORMATION SERVICES BOTH FOR COMPLETED REPORTS AND REPORTS OF RESEARCH IN PROGRESS HAVE BEEN AUTOMATED. PERHAPS THE MOST EXTENSIVE ABSTRACTING SERVICE DEVOTED TO TRAINING IS THE "CIRF ABSTRACTS," WHICH PROVIDE FRENCH AND ENGLISH ABSTRACTS OF RESEARCH REPORTS FROM WORLDWIDE SOURCES. THE NEWEST INFORMATION SYSTEM IN THIS COUNTRY IS THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) OF THE OFFICE OF EDUCATION, WHICH PUBLISHES A MONTHLY "RESEARCH IN EDUCATION" AND INCLUDES A NETWORK OF 18 CLEARINGHOUSES. THE CLEARINGHOUSES FOR ADULT EDUCATION AT SY-

RACUSE UNIVERSITY AND FOR VOCATIONAL AND TECHNICAL EDUCATION AT OHIO STATE UNIVERSITY ARE THE MOST PERTINENT TO MANPOWER TRAINING AND DEVELOPMENT. OTHER SOURCES INCLUDE THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, TRAINING RESEARCH ABSTRACTS, PSYCHOLOGICAL ABSTRACTS, REVIEW OF EDUCATION RESEARCH, POVERTY AND HUMAN RESOURCES ABSTRACTS, DISSERTATION ABSTRACTS, AND SCIENCE INFORMATION EXCHANGE (FOR RESEARCH IN PROGRESS). MOST OF THE CURRENT INFORMATION ON TRAINING APPEARS IN 51 PERIODICALS, WHICH ARE LISTED. THIS ARTICLE APPEARED IN TRAINING AND DEVELOPMENT JOURNAL, VOLUME 21, NUMBER 11, NOVEMBER 1967. (PT)

ED 014 637

AC 001 525

NUNN, GEOFFREY E. BYARS, LLOYD L. QUANTITATIVE DECISION TOOLS AND MANAGEMENT DEVELOPMENT PROGRAMS.

PUB DATE NOV 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INDUSTRY, *MANAGEMENT DEVELOPMENT, *OPERATIONS RESEARCH, *PROGRAM EVALUATION, *UNITS OF STUDY (SUBJECT FIELDS), BUSINESS SUBJECTS, COGNITIVE PROCESSES, EDUCATIONAL PROBLEMS, EFFECTIVE TEACHING, EMPLOYER ATTITUDES, MANAGEMENT GAMES, MATHEMATICAL MODELS, PROBLEM SOLVING, RESEARCH METHODOLOGY, SIMULATION, SPECIALISTS, SYSTEMS ANALYSIS, TESTING.

THIS ARTICLE OUTLINED THE CURRENT STATUS OF QUANTITATIVE METHODS AND OPERATIONS RESEARCH (OR), SKETCHED THE STRENGTHS OF TRAINING EFFORTS AND ISOLATED WEAKNESSES, AND FORMULATED WORKABLE CRITERIA FOR EVALUATING SUCCESS OF OPERATIONS RESEARCH TRAINING PROGRAMS. A SURVEY OF 105 COMPANIES REVEALED THAT PERT, INVENTORY CONTROL THEORY AND LINEAR PROGRAMMING WERE EFFECTIVE IN HANDLING CERTAIN TYPES OF ALLOCATION AND SCHEDULING PROBLEMS. AMONG THE PROBLEM AREAS IDENTIFIED IN OPERATIONS RESEARCH TRAINING WERE LACK OF INTEREST AND TIME ON THE PART OF MANAGEMENT AND NONAVAILABILITY OF COMPETENT INSTRUCTORS. IMPROVED MANAGEMENT WAS SEEN TO RESULT FROM DIRECTING INSTRUCTION TOWARD CONCEPTS RELATING TO LOGICAL PROBLEM FORMULATION, PROBLEM ANALYSIS, AND MODEL BUILDING. THE OPPORTUNITY FOR APPLICATION OF OPERATIONS RESEARCH TOOLS (DYNAMIC PROGRAMMING, SIMULATION AND SO ON), WAS SEEN AS IMPORTANT IN TRAINING, AND MANAGEMENT GAMES WERE SUGGESTED FOR THIS PURPOSE. (THE DOCUMENT INCLUDES SEVEN REFERENCES). THIS ARTICLE APPEARED IN TRAINING AND DEVELOPMENT JOURNAL, VOLUME 21, NUMBER 11, NOVEMBER 1967. (PT)

ED 014 638

AC 001 538

JOHNSON, DALE L. AND OTHERS.

A HUMAN RELATIONS TRAINING PROGRAM FOR HOSPITAL PERSONNEL.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DIETITIANS, *HUMAN RELATIONS PROGRAMS, *INTERNSHIP PROGRAMS, *LABORATORY TRAINING,

*OCCUPATIONAL THERAPISTS, ANALYSIS OF VARIANCE, BEHAVIOR CHANGE, BEHAVIOR RATING SCALES, DISCUSSION GROUPS, GROUP DISCUSSION, GROUP DYNAMICS, HOSPITAL PERSONNEL, INSTRUMENTED LABORATORIES, INTERPERSONAL RELATIONSHIP, LECTURE, PARTICIPANT SATISFACTION, PROGRAM EVALUATION, SELF DIRECTED GROUPS, SENSITIVITY TRAINING.

A HUMAN RELATIONS TRAINING LABORATORY WAS CONDUCTED TO PROVIDE TRAINING IN INTERPERSONAL RELATIONS FOR DIETETIC INTERNS AND OCCUPATIONAL THERAPISTS. GENERAL OBJECTIVES OF THE TRAINING WERE-TO HELP STUDENTS BECOME MORE AWARE OF THEIR OWN BEHAVIOR, OF LEADERSHIP STYLES, WAYS OF RECEIVING CRITICISM, AND MODES OF DEALING WITH OTHERS. THE ONE-WEEK TRAINING SESSION CONSISTED OF LECTURES, EXERCISES IN GROUP DYNAMICS, AND ROLE PLAYING. GROUP DISCUSSIONS WERE SELF-DIRECTED. THE SESSION WAS EVALUATED THROUGH THE USE OF THE FIRO-1 SCALES ADMINISTERED BEFORE AND AFTER TRAINING OF THE LABORATORY GROUP, AND TO A COMPARABLE GROUP OF DIETETIC INTERNS WHO DID NOT RECEIVE THE TRAINING. ANALYSIS OF VARIANCE REVEALED SIGNIFICANT GAINS FOR THE TRAINED GROUPS, BUT NOT FOR THE CONTROLS, IN SCORES FOR PERSONALNESS-AFFECTION AND EXPRESSIVENESS-INCLUSIVENESS SCALES. PARTICIPANT SATISFACTION WAS REVEALED BY OTHER RATING SCALES, PARTICULARLY FOR THE SMALL GROUP ACTIVITIES. THIS ARTICLE APPEARED IN JOURNAL OF HEALTH AND HUMAN BEHAVIOR, VOLUME 7, NUMBER 3, FALL 1966. (AUTHOR/PT)

ED 014 639

AC 001 539

ALERS-MONTALVO, MANUEL AND OTHERS.

THE ROLE OF EXTENSION EDUCATION IN A CHANGING COMMUNITY, A PROGRESS REPORT OF RESEARCH CONDUCTED IN THE STATE OF COLORADO.

COLORADO STATE UNIV., FT. COLLINS,

COOP. EXT. SER.

PUB DATE AUG 66

EDRS PRICE MF-00.25 HC-01.76 42P.

DESCRIPTORS *COMMUNITY LEADERS, *EDUCATIONAL NEEDS, *HIGH SCHOOL STUDENTS, *HOUSEWIVES, *POPULATION DISTRIBUTION, CHURCH PROGRAMS, COLORADO, COMMUNITY PROBLEMS, COMMUNITY SERVICES, COOPERATIVE EXTENSION SERVICE, CULTURAL ACTIVITIES, DEVELOPMENTAL TASKS, EXTENSION AGENTS, FAMILY LIFE, HOMEMAKING EDUCATION, LAND GRANT UNIVERSITIES, PROGRAM PLANNING, RECREATIONAL ACTIVITIES, SEX DIFFERENCES, SKILL DEVELOPMENT, SOCIOECONOMIC INFLUENCES, STATISTICAL DATA, SURVEYS, YOUTH CLUBS.

THE COOPERATIVE EXTENSION SERVICE OF COLORADO IS CONDUCTING A STUDY, IN JEFFERSON, WASHINGTON, AND HUERFANO COUNTIES, TO ASSESS PROBLEMS, NEEDS, OR WANTS IN AREAS OF ACCELERATING POPULATION LOSS OR GAIN, TO DEVELOP EXPERIMENTAL EDUCATIONAL PROGRAMS, AND TO EVALUATE MEANS OF ORGANIZING AND APPLYING THE EXTENSION SERVICE TO THE BEST ADVANTAGE. THIS REPORT (FOR 1963-1965) PRESENTS A PARTIAL ANALYSIS OF INFORMATION GIVEN BY HOUSEWIVES ON FAMILY AND COMMUNITY NEEDS, BY LEADERS ON COMMUNITY NEEDS, AND BY HIGH SCHOOL SOPHO-

MORES ON THE NEEDS OF YOUTH. RELATIONSHIPS WERE ALSO SOUGHT BETWEEN AGE, EDUCATION, AND OCCUPATIONAL STATUS, AND PERCEIVED PROBLEMS OR NEEDS. EXCEPT IN HUEFANO COUNTY, YOUNGER AGE, MORE EDUCATION, AND HIGHER OCCUPATIONAL STATUS CORRELATED WITH STRONG INTEREST IN FAMILY NEEDS. HOWEVER, NO SUCH CONSISTENT RELATIONSHIPS EMERGED IN REGARD TO INTEREST IN VARIOUS COMMUNITY NEEDS. HIGH SCHOOL BOYS TENDED TO FAVOR MECHANICAL SKILLS, WHILE THE GIRLS FAVORED DEVELOPMENTAL TASKS. PROBLEMS FOR CONSIDERATION IN THE NEXT PHASE OF THE STUDY WILL CENTER ON CRITERIA FOR SELECTING PROGRAMS RELEVANT TO THE WHOLE COMMUNITY, AND WAYS OF SURMOUNTING ADMINISTRATIVE AND EDUCATIONAL OBSTACLES. (THE DOCUMENT INCLUDES 61 CHARTS AND NUMEROUS PHOTOS.) (LY)

ED 014 640 AC 001 540

LOLLIS, DAVID L.
MEN WANT WORK. REPORT TO THE UNITED STATES DEPARTMENT OF LABOR, OFFICE OF MANPOWER AUTOMATION AND TRAINING.

COUNCIL OF THE SOUTHERN MOUNTAINS INC., BEREKA, KY.
PUB DATE DEC 66

EDRS PRICE MF-\$0.50 HC-\$2.60 63P.

DESCRIPTORS *ECONOMIC DEVELOPMENT, *FEDERAL PROGRAMS, *MANPOWER DEVELOPMENT, *ON THE JOB TRAINING, *RURAL AREAS, ADULT BASIC EDUCATION, APPALACHIA, BUSINESS, COMMUNITY ACTION, COUNSELING SERVICES, CULTURAL ISOLATION, ECONOMIC OPPORTUNITY ACT, EMPLOYMENT OPPORTUNITIES, EVALUATION, INDIGENOUS PERSONNEL, INTERAGENCY COOPERATION, LABOR MARKET, LOW RENT HOUSING, MANPOWER DEVELOPMENT AND TRAINING ACT, POVERTY PROGRAMS, SKILLED OCCUPATIONS, SUBPROFESSIONALS, WORK STUDY PROGRAMS, YOUTH PROGRAMS.

THE COUNCIL OF THE SOUTHERN MOUNTAINS MADE A ONE-YEAR STUDY OF THE MANPOWER DEVELOPMENT AND TRAINING ACT IN APPALACHIA AND HELPED ESTABLISH THE YOUTH, EDUCATION, JOB DEVELOPMENT, WORK EXPERIENCE, VISTA, AND ON THE JOB TRAINING PROGRAMS WHICH ARE REVIEWED AND EVALUATED IN THIS REPORT. IT WAS CONCLUDED THAT (1) MEN WANT JOBS, (2) WHILE UNFILLED JOBS EXIST IN BUSINESS THROUGHOUT APPALACHIA, TRAINED WORKERS ARE NOT AVAILABLE, AND (3) THERE ARE UNMET NEEDS IN WELFARE, EDUCATION, HEALTH, AND PUBLIC FACILITIES. IT IS RECOMMENDED THAT FUTURE MANPOWER WORK IN THE AREA CENTER AROUND THREE PROGRAMS—(1) ON THE JOB TRAINING, TO INCLUDE MATCHING JOBS WITH THE UNEMPLOYED AND PROVIDING AID IN PLANNING, TRAINING PROGRAMS, COUNSELING SERVICES FOR TRAINEES, HELP TO BUSINESS IN DEVELOPING MARKETS, AND COMMUNITY ACTION PROGRAMS TO INVOLVE THE POOR IN SOCIAL CHANGE, (2) NEW CAREERS, TO INCLUDE THE TRAINING OF INDIGENOUS UNEMPLOYED FOR NONPROFESSIONAL JOBS IN WELFARE, EDUCATION, AND HEALTH SERVICES, AND (3) DIRECT EMPLOYMENT OF THE POOR IN CONSERVATION, ROAD CONSTRUCTION, AND BEAUTIFICATION. (DOCUMENT INCLUDES A DESCRIPTION OF THE TRAINING PROGRAM OF A NEW INDUSTRY—IRON MOUNTAIN STONE-

WARE, CASE HISTORIES, AND A REPORT, INCLUDING TABLES, OF THE SPECIAL VALUE OF ON-THE-JOB TRAINING IN RURAL AREAS.) (AJ)

ED 014 641 AC 001 542

KESTENBAUM, SARA
INSTITUTE FOR URBAN SERVICE AIDES, A PROJECT OF GEORGETOWN UNIVERSITY UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965.

GEORGETOWN UNIV., WASHINGTON, D.C.

PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *EDUCATIONAL NEEDS, *LEADERSHIP TRAINING, *PROGRAM DEVELOPMENT, *SOCIAL WELFARE, *SUBPROFESSIONALS, COMMUNITY SERVICES, COOPERATIVE PLANNING, CURRICULUM PLANNING, ECONOMICALLY DISADVANTAGED, EMPLOYMENT OPPORTUNITIES, GEORGETOWN UNIVERSITY, INDIGENOUS PERSONNEL, INSERVICE COURSES, REMEDIAL INSTRUCTION, SELECTION, SOCIAL PROBLEMS, SOCIAL WORKERS, TEACHER AIDES, TITLE I (HIGHER EDUCATION ACT OF 1965).

GEORGETOWN UNIVERSITY, THROUGH A GRANT FROM TITLE I OF THE HIGHER EDUCATION ACT, IS ESTABLISHING AN INSTITUTE FOR THE CONTINUING EDUCATION OF INDIVIDUALS OF LOW SOCIOECONOMIC STATUS, WHO WORK AS SUBPROFESSIONALS. THESE AIDES ARE CURRENTLY EMPLOYED IN PUBLIC AND PRIVATE SOCIAL INSTITUTIONS. THE GOALS OF THE PROGRAM INCLUDE PROVIDING A BROAD EDUCATIONAL EXPERIENCE, DEVELOPING PERMANENT AND NEW AIDE JOBS, AND PROMOTING JOB MOBILITY. THERE WILL BE A ONE-YEAR COURSE OF STUDY, FOUR HOURS A WEEK, SPLIT INTO TWO TWO-HOUR SESSIONS. BOTH THE AIDES AND THEIR EMPLOYERS FELT THAT THE MAIN EDUCATIONAL NEEDS OF THE AIDES WERE INDIVIDUAL GROWTH AND DEVELOPMENT, AND KNOWLEDGE OF THE URBAN SETTING AND GROUP FUNCTIONING. SOME ALSO SAW A NEED FOR REMEDIAL COURSES IN READING AND MATHEMATICS AND FOR INSTRUCTION IN RECORDING, NOTE TAKING, AND PUBLIC SPEAKING. IT IS HOPED THAT THESE AIDES WILL BECOME LEADERS, TRANSLATING NEIGHBORHOOD CONCERNS INTO EFFECTIVE ORGANIZATION AND EXPRESSION. (LY)

ED 014 642 AC 001 543

RIESSMAN, FRANK.
TRAINING THE NONPROFESSIONAL.

SCIENTIFIC RESOURCES INC., UNION, N.J.

PUB DATE JAN 67

EDRS PRICE MF-\$0.25 HC-\$0.84 19P.

DESCRIPTORS *INSTRUCTIONAL INNOVATION, *ON THE JOB TRAINING, *SUBPROFESSIONALS, *TRAINERS, *WORK STUDY PROGRAMS, ADULT LEARNING, ANXIETY, CAREER OPPORTUNITIES, COMMUNITY SERVICES, EDUCATIONAL MOBILITY, GROUP INSTRUCTION, INDIGENOUS PERSONNEL, INDIVIDUAL INSTRUCTION, INSERVICE EDUCATION, JOB SKILLS, MANPOWER DEVELOPMENT, MOTIVATION, PARTICIPANT CHARACTERISTICS, PRESERVICE EDUCATION, SUPERVISOR QUALIFICATIONS, SUPERVISORY TRAINING, TRAINING TECHNIQUES, INCREASINGLY, PROPOSALS ARE EMERGING FOR THE LARGE SCALE EMPLOYMENT OF NONPROFESSIONALS IN THE HUMAN SERVICES WHERE INEXPERIENCED PEOPLE LEARN TO PERFORM JOBS (IN SCHOOLS, HOSPITALS, AND SERVICE AGENCIES) NORMALLY ALLOT-

ED TO PROFESSIONALS. IN THE CONCEPT OF JOBS FIRST, TRAINING BUILT IN, ENTRY JOBS BECOME THE MOTIVATORS FOR FURTHER DEVELOPMENT OF THE NON PROFESSIONAL. IF THE NEW CAREERS MOVEMENT IS TO GROW, IF THE OPPORTUNITY STRUCTURE IS TO BE OPENED UP SO THAT JOBS CAN BECOME CAREERS AND AIDES CAN RISE TO BECOME PROFESSIONALS, MAJOR INSTITUTIONAL CHANGES MUST TAKE PLACE AND LARGE NUMBERS OF TRAINERS MUST BE RECRUITED AND TRAINED. IT IS SUGGESTED THAT TRAINERS BE RECRUITED FROM SEVERAL SOURCES, SUCH AS PEACE CORPS RETURNEES, AND COLLEGE GRADUATES, AND THAT TRADITIONAL CREDENTIALS BE WAIVED EXCEPT FOR THE SMALL GROUP OF SENIOR TRAINERS (TRAINERS OF TRAINERS). NONPROFESSIONALS AND THEIR TRAINERS WOULD BE TRAINED SIMULTANEOUSLY, ON THE JOB, THUS PROVIDING IMMEDIATE WORK OUTPUT WHILE DEVELOPING TRAINING CADRES. PRINCIPLES OF TRAINING THE NONPROFESSIONALS INCLUDE—(1) FIELD-BASED TRAINING PRECEDED BY SHORT PRESERVICE TRAINING, (2) SYSTEMATIC INSERVICE TRAINING RELATED TO JOB EXPERIENCE, PLANNED SO THAT SUCCESS IN LEARNING SKILLS IS GUARANTEED FOR AIDES AT EACH PHASE, AND (3) TEAM OR GROUP TRAINING, INCLUDING GROUP DISCUSSIONS AND MODIFIED SENSITIVITY TRAINING. (AJ)

ED 014 643 AC 001 556

MASS MEDIA IN ADULT EDUCATION. SEMINAR ON THE CONTRIBUTION OF RESEARCH TO THE USE OF AUDIO-VISUAL MASS MEDIA IN ADULT EDUCATION (PRAGUE, OCTOBER 5-10, 1966).

CZECHOSLOVAKIAN UNESCO COMMISSION, PRAGUE

INTERNATIONAL CENTRAL INST. FOR YOUTH AND EDUC. TV

REPORT NUMBER PUB-2

PUB DATE AUG 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADULT EDUCATION, *BEHAVIORAL SCIENCES, *MASS MEDIA, *MEDIA RESEARCH, *RESEARCH NEEDS, COOPERATIVE PLANNING, COOPERATIVE PROGRAMS, CZECHOSLOVAKIA, EDUCATIONAL PSYCHOLOGY, EDUCATIONAL RADIO, EDUCATIONAL TELEVISION, FILMS, INDIVIDUAL PSYCHOLOGY, INSTRUCTIONAL FILMS, INSTRUCTIONAL MEDIA, INTERDISCIPLINARY APPROACH, PSYCHOLOGY, RADIO, RESEARCH PROBLEMS, SEMINARS, SOCIOLOGY, UNESCO.

THIS INTERNATIONAL SEMINAR, ORGANIZED BY THE CENTRAL COMMITTEE OF THE CZECHOSLOVAKIAN TRADE UNION OF EDUCATIONAL AND CULTURAL WORKERS AND SUPPORTED BY UNESCO AND THE CZECHOSLOVAKIAN UNESCO COMMISSION, BROUGHT TOGETHER 118 SPECIALISTS IN MASS MEDIA FROM 14 COUNTRIES. THE AIMS OF THE SEMINAR WERE TO ACCELERATE WORK RELATING TO CONTRIBUTIONS OF RESEARCH TO THE USE OF AUDIOVISUAL MASS MEDIA IN ADULT EDUCATION, TO INITIATE INTERDISCIPLINARY EXCHANGE IN SUCH AREAS AS TECHNIQUES AND METHODOLOGY, AND TO FURTHER THE COOPERATION OF ORGANIZATIONS AND THE COORDINATION OF THEIR EFFORTS IN THIS FIELD. SEMINAR REPORTS, ACCOMPANIED BY COMMENTARY, DEALT WITH PRIMARY RESEARCH PROBLEMS, THE STATE OF THE ART OF MASS MEDIA ADULT EDUCATION, EVALUATION CRITERIA, AND ASPECTS OF VIEWER RES-

EARCH. THE WORK GROUPS DISCUSSED RADIO, TELEVISION, FILMS, AND POSSIBILITIES FOR FURTHER RESEARCH. CONCLUSIONS AND SUGGESTIONS WERE GIVEN CONCERNING RESEARCH AND TRAINING NEEDS, PUBLICATIONS, INFORMATION EXCHANGE, AND COOPERATIVE PROGRAM PLANNING THROUGH UNESCO. THE DOCUMENT IS IN ENGLISH, FRENCH, SPANISH, RUSSIAN, CZECH, AND GERMAN, AND INCLUDES A LIST OF PARTICIPATING CZECHOSLOVAKIAN ORGANIZATIONS, AND ROSTERS OF DELEGATES. IT IS AVAILABLE FROM THE CZECHOSLOVAKIAN UNESCO COMMISSION, PRAGUE, 106 PAGES. (LY)

ED 014 644 AC 001 565
KOPSTEIN, FELIX F. SEIDEL, ROBERT J.
COMPUTER ADMINISTERED INSTRUCTION
VERSUS TRADITIONALLY ADMINISTERED
INSTRUCTION, ECONOMICS.
GEORGE WASHINGTON UNIV., ALEXANDRIA, VA.

REPORT NUMBER RPP-31-67
REPORT NUMBER DA-44-188-ARO-2
REPORT NUMBER PROJ-2J024701A712-01
PUB DATE JUN 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *CLASSROOM TECHNIQUES, *COMPUTER ASSISTED INSTRUCTION, *EFFECTIVE TEACHING, *STUDENT COSTS, COMPARATIVE ANALYSIS, ECONOMICS, ELECTRONIC EQUIPMENT, ESTIMATED COSTS, EVALUATION, HIGHER EDUCATION, MILITARY TRAINING, PROGRAM ADMINISTRATION, PROGRAM COSTS, PROGRAMED INSTRUCTION, PROGRAMING, PUBLIC SCHOOLS, RESEARCH, SALARIES, SCHOOL PERSONNEL, STATISTICAL DATA.

AN ATTEMPT IS MADE TO ASSESS THE ECONOMICS OF COMPUTER ASSISTED INSTRUCTION (CAI) VERSUS TRADITIONALLY ADMINISTERED INSTRUCTION (TAI) IN CONTROLLING THE STRUCTURE OF THE LEARNER'S STIMULUS ENVIRONMENT IN TEACHING AND TRAINING SITUATIONS. THERE IS A DISCUSSION OF THE NEED FOR A SOUND, OBJECTIVE ECONOMIC APPRAISAL OF THE VALUE TO SOCIETY OF INCREMENTS IN THE BREADTH AND DEPTH OF EDUCATION IN THE POPULATION, AND OF THE INFLUENCE OF VARYING RATES AT WHICH THESE INCREMENTS ARE BROUGHT ABOUT. THE NECESSITY FOR RELIABLE, OBJECTIVE INFORMATION CONCERNING COST DATA IS EMPHASIZED. PROJECTED COMPARISONS OF COST AND EFFECTIVENESS BASED ON THE ASSUMPTION OF EQUAL EFFECTIVENESS FOR CAI AND TAI ARE DISCUSSED FOR CIVILIAN AND MILITARY INSTRUCTION. IN PARTICULAR, THE FIVE STUDIES OF MILITARY TECHNICAL TRAINING STRESS COSTS PER STUDENT HOUR, AND ILLUSTRATE THE PROBLEM OF OBTAINING ACCURATE COST FIGURES FOR MILITARY INSTRUCTIONAL EXPENDITURES. (ALSO INCLUDED ARE FIVE FIGURES, EIGHT TABLES, AND 21 REFERENCES.) THIS DOCUMENT AD-656-613, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151. MICROFICHE \$0.65, HARD COPY \$3.00. (AUTHOR/LY)

ED 014 645 AC 001 567
NAYLOR, HARRIETH.
VOLUNTEERS TODAY-FINDING, TRAINING
AND WORKING WITH THEM.
NATIONAL BOARD OF YOUNG MENS
CHRISTIAN ASSN.

PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *RECRUITMENT, *SUPERVISION, *TRAINING TECHNIQUES, *VOLUNTARY AGENCIES, *VOLUNTEERS, ADMINISTRATIVE PERSONNEL, ADULT LEARNING, CURRICULUM DEVELOPMENT, FEDERAL PROGRAMS, INSTRUCTIONAL MATERIALS, JOB ANALYSIS, LEADERSHIP TRAINING, MOTIVATION, PARTICIPANT SATISFACTION, PARTICIPATION, PLACEMENT, PROGRAM DESIGN, SCHEDULING, STAFF ORIENTATION, TRAINING OBJECTIVES.

THE MAJOR CHALLENGE NOW FACING VOLUNTARY ORGANIZATIONS, ESPECIALLY IN VIEW OF SUCH COMPETING FEDERAL PROGRAMS AS THE PEACE CORPS AND VISTA, IS TO RECRUIT, TRAIN, AND HOLD A SUFFICIENT NUMBER OF PROMISING VOLUNTEERS, PARTICULARLY AT THE POLICY MAKING LEVEL. SINCE FUTURE VOLUNTEERS WILL COME INCREASINGLY FROM THE RANKS OF THE TECHNICALLY EDUCATED RATHER THAN THE LIBERALLY AND PROFESSIONALLY EDUCATED, TRAINING PROCEDURES AND UNDERLYING ASSUMPTIONS MUST BE ALTERED ACCORDINGLY. TRAINING SHOULD COMPRISE ORIENTATION TO ORGANIZATIONAL PURPOSES AND PROCEDURES, INITIAL JOB TRAINING COURSES, AND ADVANCED TRAINING THROUGH WORKSHOPS, CONFERENCES, AND SIMILAR MEANS. TRAINING DESIGN INVOLVES SEVERAL DIMENSIONS-PERSONNEL (NEW TRAINEES, BOARD MEMBERS, FUND RAISERS, GROUP LEADERS, COMMITTEE CHAIRMEN AND SECRETARIES), OBJECTIVES, RESOURCE PERSONS AND MATERIALS, METHODS AND FORMS OF TRAINING, SCHEDULING, AND SPECIAL EQUIPMENT AND SERVICES. CAREFUL SELECTION AND PLACEMENT, PROVISION FOR MOBILITY, AND A CONSIDERATION OF FUTURE NEEDS ARE ALSO VITAL. (THE DOCUMENT INCLUDES EXAMPLES OF JOB DESCRIPTIONS, A QUESTIONNAIRE, DIAGRAMS AND FORMS, AND 72 REFERENCES.) THIS DOCUMENT IS AVAILABLE FROM ASSOCIATION PRESS, NEW YORK. (LY)

ED 014 646 AC 001 568
MORGAN, JOHNS.
PRACTICAL GUIDE TO CONFERENCE
LEADERSHIP.
PUB DATE 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BEHAVIOR PROBLEMS, *CONFERENCES, *LEADERS GUIDES, *LEADERSHIP, *LEADERSHIP QUALITIES, CASE STUDIES (EDUCATION), COMMUNICATION (THOUGHT TRANSFER), DISCIPLINE PROBLEMS, DISCUSSION GROUPS, GROUP DISCUSSION, HUMAN RELATIONS, INDUSTRIAL TRAINING, INTERPERSONAL RELATIONSHIP, MANAGEMENT DEVELOPMENT, MEETINGS, PLANNING MEETINGS, PROBLEM SOLVING, QUESTIONING TECHNIQUES, ROLE PLAYING, SUPERVISORY TRAINING, TEACHING METHODS, TRAINING.

THIS GUIDE TO CONFERENCE LEADERSHIP BEGINS WITH A CHAPTER ON LEADERSHIP PSYCHOLOGY AND GOES ON TO PRESENT OUTLINES FOR RUNNING CONFERENCES. THE LEADER PREPARES FOR THE MEETING BY COLLECTING FACTS ON THE SUBJECT, PREPARING AN OUTLINE, KNOWING THE PARTICIPANTS, MAKING PHYSICAL ARRANGEMENTS, AND WRITING THE TENTATIVE SUMMARY. IN THE CONFERENCE HE USES SUCH DISCUSSION TOOLS AS THE QUESTION AND VISUAL AIDS AND HELPS THE GROUP SUM-

ARIZE. INSTRUCTIONS FOR MAKING A RECORD OF THE CONFERENCE ARE GIVEN. DEALING WITH PROBLEM PEOPLE (INCLUDING THE POOR TALKERS, THE DISSENTERS, AND THE UNDISCIPLINED) INVOLVES SPOTTING THEM IN ADVANCE, MANAGING THE MEETING TO AVOID DEVELOPING THEM, AND KNOWING TECHNIQUES FOR COPING WITH THEM. DIRECTIONS FOR LEADING THE FOUR TYPES OF CONFERENCES-PLANNING, INFORMATIVE, PROBLEM SOLVING, AND TRAINING CONFERENCES-ARE GIVEN. IN A CHAPTER ON TEACHING BY THE CONFERENCE METHOD, TRAINING SESSIONS ON WORK, SUPERVISORY, AND MANAGEMENT TECHNIQUES, AND EVALUATION ARE OUTLINED, INCLUDING USE OF THE CASE STUDY METHOD, ROLE PLAYING, AND REFRESHER AND SENSITIVITY TRAINING. (THIS DOCUMENT IS AVAILABLE FROM MCGRAW-HILL BOOK COMPANY, NEW YORK. (AJ)

ED 014 647 AC 001 573
MEYER, DONALD E. AND OTHERS
A STUDY OF SIMULATOR CAPABILITIES IN
AN OPERATIONAL TRAINING PROGRAM.
AEROSPACE MEDICAL RESEARCH LABS.
REPORT NUMBER R-AMRL-TR-67-14
PUB DATE MAY 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *FLIGHT TRAINING, *SIMULATION, *SIMULATORS, *TASK PERFORMANCE, *TIME FACTORS (LEARNING), CLASSES (GROUPS OF STUDENTS), CRITERIA, ELECTRONIC EQUIPMENT, EXPERIMENTAL GROUPS, JOB ANALYSIS, PERFORMANCE FACTORS, PROGRAM EVALUATION, SELF EVALUATION, STATISTICAL DATA, STUDENT OPINION, TRANSFER OF TRAINING.

THE EXPERIMENT WAS CONDUCTED TO DETERMINE THE EFFECTS OF SIMULATOR TRAINING TO CRITERION PROFICIENCY UPON TIME REQUIRED IN THE AIRCRAFT. DATA WERE ALSO COLLECTED ON PROFICIENCY LEVELS ATTAINED, SELF-CONFIDENCE LEVELS, INDIVIDUAL ESTIMATES OF CAPABILITY, AND SOURCES FROM WHICH THAT CAPABILITY WAS DERIVED. SUBJECTS FOR THE EXPERIMENT-48 AIRLINE CAPTAINS TRANSITIONING INTO THE DC-8 AIRCRAFT-WERE EQUALLY ASSIGNED TO EXPERIMENTAL AND CONTROL GROUPS. SUBJECTS IN THE EXPERIMENTAL GROUP WERE TRAINED IN THE DC-8 SIMULATOR FOR AS MUCH TIME AS REQUIRED TO SATISFY THEIR INSTRUCTORS THAT THEY COULD PERFORM THE REQUIRED MANEUVERS IN THE SIMULATOR AT THE SAME LEVEL OF PROFICIENCY REQUIRED TO PASS THE FINAL QUALIFICATIONS CHECK IN THE AIRCRAFT. THE CONTROL GROUP WAS TRAINED USING THE STANDARD CURRICULA WHICH REQUIRED A FIXED TIME IN THE SIMULATOR. DATA OBTAINED FROM STUDENT REACTIONS TO QUESTIONNAIRE ITEMS ARE INTERPRETED TO INDICATE THAT SIMULATORS CAN BE USED TO REDUCE REQUIREMENTS FOR TRAINING TIME IN AIRCRAFT, AND TO EVALUATE PERFORMANCE THAT IS INDICATIVE OF PERFORMANCE IN THE AIRCRAFT. (THE DOCUMENT INCLUDES FOUR APPENDICES AND 13 REFERENCES.) THIS DOCUMENT, AD-656-308, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151. MICROFICHE \$0.65, HARD COPY \$3.00. (AUTHOR/LY)

ED 014 648

AC 001 574

FRANDSON, PHILIP E.

HIGHER ADULT EDUCATION—ITS PRESENT AND FUTURE. ANALYSIS AND PROJECTIONS BASED ON SIX YEARS OF PROGRAM AND REGISTRATION DATA, 1960-1966.

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

NATIONAL UNIV. EXTENSION ASSN., MINNEAPOLIS, MINN.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.76 17P.

DESCRIPTORS *ADULT EDUCATION PROGRAMS, *ENROLLMENT, *ENROLLMENT TRENDS, *HIGHER EDUCATION, *STATISTICAL DATA, CONFERENCES, CORRESPONDENCE COURSES, DEGREES (TITLES), ENROLLMENT PROJECTIONS, ENROLLMENT RATE, EVENING CLASSES, EVENING COLLEGES, MALES, NONCREDIT COURSES, TEACHING METHODS, UNITS OF STUDY (SUBJECT FIELDS), UNIVERSITY EXTENSION.

THIS IS THE SECOND TIME-SPAN (1960-1966) DESCRIPTION AND ANALYSIS OF PROGRAM AND REGISTRATION DATA FOR MEMBER INSTITUTIONS OF THE ASSOCIATION OF UNIVERSITY EVENING COLLEGES AND THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION. AMONG THE RELIABILITY LIMITATIONS OF THE DATA WERE FLUCTUATIONS IN THE NUMBER OF INSTITUTIONS REPORTING, QUESTIONS AS TO THE ACCURACY WITH WHICH THE DATA WERE CLASSIFIED IN TERMS OF PROGRAM TYPE AND CREDIT TYPE, AND THE INABILITY OF CERTAIN INSTITUTIONS TO PROVIDE ALL OF THE REQUESTED DATA. BECAUSE OF THE DIFFICULTY OF ASSESSING THE RELATIVE IMPORTANCE OF VARIABLES WHICH ACCOUNT FOR THE INCREASE IN PROGRAMS, REGISTRATIONS, AND STUDENTS, IT WAS NECESSARY TO COMPUTE ADJUSTED PERCENTAGE INCREASES. DATA ARE INCLUDED ON AVERAGE NUMBER OF PROGRAMS AND REGISTRATIONS, PERCENTAGE INCREASES IN PROGRAMS, CREDIT TYPE (DEGREE, NONDEGREE, AND NONCREDIT), FORM OF COURSES (CLASS, CONFERENCE, AND CORRESPONDENCE STUDY), SUBJECT CATEGORIES, AND PERCENTAGES OF MEN AMONG THE CLASS AND CORRESPONDENCE STUDENTS. REGISTRATIONS IN ADULT HIGHER EDUCATION DURING 1960-2000 IN RELATION TO POPULATION ARE PROJECTED. THIS DOCUMENT IS ALSO AVAILABLE, FOR \$2.00, FROM THE OFFICE OF THE EXECUTIVE SECRETARY, ASSOCIATION OF UNIVERSITY EVENING COLLEGES, UNIVERSITY OF OKLAHOMA, NORMAN 73069. (LY)

ED 014 649

AC 001 579

LITERACY EDUCATION—SPECIAL ISSUE OF ASPBAE JOURNAL, VOLUME 1, NUMBER 2, NOVEMBER 1966. (TITLE SUPPLIED).

ASIAN-SOUTH PACIFIC BUREAU OF ADULT EDUCATION

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADULT BASIC EDUCATION, *LITERACY EDUCATION, *PUBLIC SCHOOL SYSTEMS, *UNIVERSITIES, *VOLUNTARY AGENCIES, ASIAN SOUTH PACIFIC BUREAU OF ADULT EDUCATION, COMMUNITY DEVELOPMENT, CURRICULUM PLANNING, DEVELOPING NATIONS, ECONOMIC DEVELOPMENT, EDUCATIONAL RADIO, FUNCTIONAL ILLITERACY, GROUP DISCUSSION, INSTRUCTIONAL MATERIALS, INTERNATIONAL COOPERA-

TIVE ALLIANCE, INTERNATIONAL ORGANIZATIONS, PARENT PARTICIPATION, PHILIPPINES, READING MATERIALS, TEACHER EDUCATION.

THIS JOURNAL ISSUE CONCENTRATES ON ADULT LITERACY AND INCLUDES A REPORT OF THE ASIAN-SOUTH PACIFIC BUREAU OF ADULT EDUCATION SEMINAR. IN DEVELOPING NATIONS, SOCIAL AND ECONOMIC OBJECTIVES MUST BE REFLECTED IN LITERACY PROGRAMS, WITH VARIED APPROACHES TO REACH SUBCULTURAL GROUPS. UNIVERSITIES SHOULD FOCUS ON RESEARCH, METHODS, PUBLICATIONS, AND ON TRAINING OF LITERACY TRAINERS. SCHOOL SYSTEMS SHOULD PROVIDE LEADERSHIP, CURRICULUM DEVELOPMENT, SUPERVISION, AND MOTIVATION. VOLUNTARY AGENCIES MAY SERVE AS AN IMPORTANT LIAISON BETWEEN THE PEOPLE AND GOVERNMENT, AND PROVIDE A VARIETY OF VALUABLE SERVICES. IN THE PHILIPPINE EXPERIMENT, PARENTS WERE INVOLVED IN PLANNING AND IMPLEMENTATION OF CURRICULUMS TO MEET SUCH SPECIFIC VILLAGE PROBLEMS AS PROVIDING FUNCTIONAL LITERACY PROGRAMS, HEALTH AND CITIZENSHIP EDUCATION, AND ECONOMIC PRODUCTION. THE INTERNATIONAL COOPERATIVE ALLIANCE PROVIDES SEMINARS ON LITERACY PROBLEMS AND TRAINING PROGRAMS FOR ADULT EDUCATORS OF MEMBER COUNTRIES. THIS JOURNAL IS AVAILABLE FROM THE INDIAN ADULT EDUCATION ASSOCIATION, 17-B INDRAPRASTHA MARG, NEW DELHI-1, INDIA. (PT)

ED 014 650

08

AC 001 598

HEDDING, HOWARD W. AND OTHERS

MISSOURI ADULT VOCATIONAL-LITERACY MATERIALS DEVELOPMENT PROJECT. FINAL REPORT.

MISSOURI UNIV., COLUMBIA, COLL. OF EDUCATION

REPORT NUMBER BR-5-0094

REPORT NUMBER PROJ-034-65

PUB DATE AUG 67

CONTRACT OEC-5-85-027

EDRS PRICE MF-\$1.25 HC-\$13.16 327P.

DESCRIPTORS *ADULT BASIC EDUCATION, *INITIAL TEACHING ALPHABET, *LITERACY EDUCATION, *MATERIAL DEVELOPMENT, *READING MATERIALS, ADULT CHARACTERISTICS, ADULT EDUCATORS, EDUCATIONAL RESEARCH, FUNCTIONAL ILLITERACY, GRADE 6, ILLITERATE ADULTS, INTERVIEWS, NATIONAL SURVEYS, TEACHING GUIDES, TEACHING METHODS, TESTING, TEXTBOOK EVALUATION, VOCATIONAL INTERESTS.

IN THE MISSOURI ADULT VOCATIONAL-LITERACY MATERIALS DEVELOPMENT PROJECT MATERIALS WERE DEVISED FOR TEACHING ADULTS TO READ, WRITE, AND SPELL AT THE FUNCTIONAL (SIXTH GRADE) LEVEL. IN THE RESEARCH PHASE, THE NEEDS, CHARACTERISTICS, LITERACY LEVEL, OCCUPATIONS, AND INTERESTS OF THE ILLITERATE ADULT WERE STUDIED, AND TEACHING MATERIALS AND METHODS WERE EXAMINED. STUDENTS AND TEACHERS WERE INTERVIEWED AND THERE WAS A NATIONAL SURVEY OF LITERACY PROGRAM DIRECTORS. IN THE MATERIALS DEVELOPMENT PHASE THREE LEVELS OF BASIC AND INTERMEDIATE EDUCATIONAL MATERIALS, WITH TEACHERS' GUIDES, AND SUPPLEMENTARY OCCUPATIONAL BOOKLETS WERE CREATED, A VOCATIONAL THEME CHARACTERIZED THE SERIES.

THE INITIAL TEACHING ALPHABET (I.T.A.) WAS USED, WITH TRADITIONAL ORTHOGRAPHY PRINTED ON THE FACING PAGE. DURING THE EVALUATION PHASE, SAMPLE CLASSES OF ILLITERATE ADULTS USED THE MATERIALS IN 100-HOUR INSTRUCTIONAL PROGRAMS. THESE TRIALS INDICATED THAT THE MATERIALS WERE EFFECTIVE IN TEACHING ADULTS WORD AND PARAGRAPH MEANING, WORD-STUDY SKILLS, AND SPELLING. THE MATERIALS SHOULD BE USED BY TEACHERS TRAINED IN THE USE OF I.T.A. AND IN TEACHING READING TO ADULTS. (DOCUMENT INCLUDES A REVIEW OF PUBLISHED ADULT LITERACY EDUCATION MATERIALS AND SUMMARIES OF INTERVIEWS WITH TEACHERS AND STUDENTS, OF STUDENT TESTS, AND OF THE NATIONAL SURVEY. THERE ARE 24 TABLES.) (AJ)

ED 014 651

AC 001 606

ROSSMAN, PARKER

THE CLERGYMAN'S NEEDS FOR CONTINUING EDUCATION.

EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *CLERGYMEN, *EDUCATIONAL NEEDS, *EVALUATION, *GRADUATE SURVEYS, *PROFESSIONAL CONTINUING EDUCATION, EDUCATIONAL INTEREST, EDUCATIONAL METHODS, FINANCIAL SUPPORT, INTERESTS, MOTIVATION, PARTICIPANT SATISFACTION, PARTICIPATION, PROTESTANTS, RELIGIOUS EDUCATION, STATISTICAL DATA, UNITS OF STUDY (SUBJECT FIELDS), YALE DIVINITY SCHOOL,

QUESTIONNAIRES ON PERCEIVED NEEDS FOR CONTINUING EDUCATION WERE SENT IN FEBRUARY 1964 TO ALL YALE DIVINITY SCHOOL GRADUATES OF THE CLASSES OF 1943, 1948, 1953, AND 1958. ALMOST EVERY RESPONDENT HAD BEEN PURSUING SOME SORT OF CONTINUING EDUCATION, LARGELY IN SEMINARY CREDIT COURSES, URBAN CHURCH INSTITUTES, MISSIONS OR OVERSEAS STUDY TOURS, CLINICAL PASTORAL TRAINING, GROUP DYNAMICS WORKSHOPS, AND SECULAR COURSES IN SUCH FIELDS AS SOCIOLOGY AND PSYCHOLOGY. A THIRD OF THE 1948 AND 1953 GRADUATES, BUT LESS THAN A FOURTH OF THE 1958 CLASS, REPORTED CONTINUING PERSONAL STUDY IN BIBLICAL, THEOLOGICAL, AND OTHER AREAS. MOST RESPONDENTS WERE UNCERTAIN ABOUT CONTINUING THEIR EDUCATION IN THE NEAR FUTURE, MAINLY BECAUSE OF A LACK OF TIME AND MONEY. THE EXPRESSED NEED FOR BIBLICAL AND THEOLOGICAL STUDY WAS ALMOST UNIVERSAL, BUT ACTUAL INTEREST WAS STRONGEST IN REFRESHER COURSES AIMED AT IMPROVING ORGANIZATIONAL AND PROGRAM WORK. FINDINGS ALSO SUGGEST THAT INTEREST IN CONTINUING EDUCATION DECLINES ACCORDING TO THE LENGTH OF TIME OUT OF SEMINARY. (STATISTICAL DATA AND VERBATIM COMMENTS ARE INCLUDED.) (LY)

ED 014 652

AC 001 609

MILLER, HARRY L.

NEW YORK UNIVERSITY'S HARLEM SEMINARS.

NEW YORK UNIV., N.Y., SCH. OF CONTINUING EDUCATION

PUB DATE 08 NOV 67

EDRS PRICE MF-\$0.25 HC-\$0.76 17P.

DESCRIPTORS *ADULT EDUCATION PROGRAMS, *DISCUSSION GROUPS, *NEGROES, *POVERTY PROGRAMS, *UNIVERSITY EXTENSION, CHILD DEVELOPMENT, CIVIL RIGHTS, CONSUMER ECONOMICS, EDUCATIONAL PROBLEMS, FACULTY INTEGRATION, GHETTOS, HARLEM, INDIGENOUS PERSONNEL, NEGRO HISTORY, NEGRO LEADERSHIP, NEGRO TEACHERS, NEW YORK CITY, NEW YORK UNIVERSITY, PARTICIPANT CHARACTERISTICS, PARTICIPATION, RECRUITMENT, URBAN AREAS.

IN 1966-1967, NEW YORK UNIVERSITY'S SCHOOL OF CONTINUING EDUCATION CONDUCTED DISCUSSION GROUPS IN HARLEM IN CHILD DEVELOPMENT, CONSUMER AND EDUCATIONAL PROBLEMS, AND NEGRO HISTORY, TO TEST THE FEASIBILITY OF EXTENDING UNIVERSITY INFORMAL ADULT EDUCATION INTO THE POVERTY AREAS OF NEW YORK. THE INSTRUCTORS (FOUR NEGROES AND TWO WHITES, ALL WITH ADVANCED DEGREES) WERE AIDED BY SIX INSTRUCTIONAL ASSISTANTS, INDIGENOUS PERSONNEL WHO RECRUITED PARTICIPANTS THROUGH PERSONAL CONTACT. SEMINAR PARTICIPANTS WERE MOSTLY WOMEN, UNSKILLED, AND WITH LESS THAN HIGH SCHOOL EDUCATION. ONLY A SMALL NUMBER ATTENDED SESSIONS REGULARLY. RESULTS SUGGEST THAT EXTENSION OF AN URBAN UNIVERSITY INTO THE MINORITY GHETTO CAN SERVE AS A CONNECTING LINK BETWEEN THE DOMINANT CULTURE AND THE EXCLUDED UNDERCLASS. HOWEVER, SUCH A PROGRAM MUST BE HEAVILY SUBSIDIZED IF IT IS TO HAVE THE VISIBILITY NECESSARY TO ITS SYMBOLIC ROLE. A SERIES OF EIGHT TO TEN SESSION SEMINARS IS RECOMMENDED, ON THE TOPICS OF THE CHILD AND THE FAMILY, EDUCATION AND THE SCHOOL, NEGRO HISTORY AND THE CIVIL RIGHTS MOVEMENT, COMMUNITY ACTION, AND NEW YORK POLITICS AND GOVERNMENT. PARTICIPANTS SHOULD BE ENCOURAGED TO ENROLL IN THE ENTIRE SERIES AND RECEIVE A CERTIFICATE UPON COMPLETION. THE PROJECT DIRECTOR SHOULD BE A NEGRO WITH AN INTEGRATED INSTRUCTIONAL STAFF. (AJ)

ED 014 653 AC 001 611

HOOD, PAUL D. AND OTHERS
PRELIMINARY ASSESSMENT OF THREE NCO LEADERSHIP PREPARATION TRAINING SYSTEMS.

GEORGE WASHINGTON UNIV., ALEXANDRIA, VA.

REPORT NUMBER TR-67-8-WORK-UNIT-NCO-3

REPORT NUMBER DA-44-188-ARO-2

PUB DATE JUN 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ABILITY IDENTIFICATION, *LEADERSHIP TRAINING, *MILITARY TRAINING, *OFFICER PERSONNEL, *TRAINING TECHNIQUES, ATTITUDES, BEHAVIOR RATING SCALES, COURSE CONTENT, COURSE ORGANIZATION, ENLISTED MEN, ENVIRONMENTAL INFLUENCES, EVALUATION TECHNIQUES, EXPERIMENTAL GROUPS, FEASIBILITY STUDIES, KNOWLEDGE LEVEL, PERFORMANCE TESTS, PERSONNEL SELECTION, RATING SCALES, RESEARCH, STATISTICAL DATA, TEST RESULTS, UNITED STATES ARMY.

THREE ALTERNATIVE LEADERSHIP TRAINING SYSTEMS WERE STUDIED TO EVALUATE WHAT MIGHT BE THE MOST

FEASIBLE METHOD OF IDENTIFYING AND TRAINING POTENTIAL JUNIOR NON-COMMISSIONED OFFICERS, AS EARLY AS POSSIBLE IN THEIR ARMY CAREERS. TRAINING OBJECTIVES WERE DEFINED AND TRAINING MATERIALS AND ASSESSMENT DEVICES WERE DEVELOPED AND REFINED FOR APPLICATION IN THE THREE METHODS. CONSIDERABLE INFORMATION WAS OBTAINED ABOUT ENVIRONMENTAL CONDITIONS MOST CONDUCTIVE TO SUCCESSFUL LEADERSHIP TRAINING, FACTORS WHICH AFFECT TRAINEE LEADER MORALE AND ATTITUDES, ACCELERATION OR COMPRESSION OF SOME TECHNICAL INSTRUCTION, AND RELATION OF SELECTION VARIABLES TO SUBSEQUENT PERFORMANCE. THE MOST FEASIBLE METHOD WAS FOUND TO BE THAT FEATURING FORMAL LEADERSHIP TRAINING IN A SEPARATE TWO-WEEK COURSE BETWEEN BASIC COMBAT TRAINING AND THE ADVANCED INDIVIDUAL TRAINING (AIT) PROGRAM, FOLLOWED BY PRACTICAL, ON THE JOB LEADERSHIP TRAINING IN THE AIT CYCLE. (THE DOCUMENT INCLUDES TABLES, APPENDICES, AND TEN REFERENCES.) THIS DOCUMENT, AD-668-887, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151, MICROFICHE \$0.65, HARDCOPY \$3.00. (AUTHOR/LY)

ED 014 654

AC 001 612

THURLEY, KEITH

THE FOREMAN PROBLEM IN JAPANESE INDUSTRY.

PUB DATE OCT 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADOPTION (IDEAS), *INDUSTRIAL STRUCTURE, *INDUSTRY, *SUPERVISORS, *SUPERVISORY TRAINING, ADMINISTRATOR ATTITUDES, BRITAIN, CHANGING ATTITUDES, COMPARATIVE ANALYSIS, CULTURAL FACTORS, DEMOCRATIC VALUES, EMPLOYER EMPLOYEE RELATIONSHIP, JAPAN, MANAGEMENT DEVELOPMENT, ON THE JOB TRAINING, STAFF IMPROVEMENT, STAFF ROLE, STEEL INDUSTRY, SUPERVISORY METHODS, TASK PERFORMANCE, TESTING, VERTICAL ORGANIZATION.

BRITAIN STUDIED SUPERVISORY TRAINING IN JAPAN, IN ORDER TO GAIN INSIGHT INTO ITS OWN TRAINING PROBLEMS. TRADITIONAL SUPERVISION IN JAPANESE INDUSTRY HAD PRODUCED INCAPABLE FOREMEN THROUGH SENIORITY PROMOTION, CAUSED DIFFICULT RELATIONSHIPS BECAUSE OF AUTHORITARIAN ATTITUDES, AND FAILED TO CLARIFY AUTHORITY ROLES. THE GOVERNMENT RECOMMENDED MORE DEMOCRATIC ORGANIZATION IN INDUSTRY, BUT RESULTING TRAINING PROGRAMS WERE CRITICIZED FOR NEGLECT OF FOREMEN PROBLEMS. JAPAN'S GREAT PRODUCTIVITY INCREASE IN THE LATE FIFTIES COINCIDED WITH THE REORGANIZATION OF FOREMEN SELECTION, TRAINING, AND RESPONSIBILITIES. THE EXAMPLE OF YAWATA STEEL SHOWED REDUCTION IN THE NUMBER OF LEVELS OF SUPERVISION, AND PROMOTION OF FACTORY WORKERS BY MERIT. FOREMEN ACHIEVED MANAGEMENT STATUS AND LEFT LABOR UNIONS. VARIED TRAINING INCLUDED COURSES IN SOCIAL SKILLS (ATTITUDE TRAINING FOR MORE DEMOCRATIC PRACTICES). BRITAIN MUST REORGANIZE THE SUPERVISORY STRUCTURE TO MEET TECHNOLOGICAL CHANGES AND ACCEPT THE FOREMAN'S STAFF

STATUS. THIS ARTICLE APPEARED IN INDUSTRIAL TRAINING INTERNATIONAL, VOLUME 2, NUMBER 10, OCTOBER 1967, WHICH IS AVAILABLE FROM INDUSTRIAL TRAINING INTERNATIONAL, SUBSCRIPTION DEPARTMENT, PERGAMON PRESS LTD., HEADINGTON HILL HALL, OXFORD, ENGLAND. (PT)

ED 014 655

AC 001 615

ELDER, GLEN H., JR.

AGE INTEGRATION AND SOCIALIZATION IN AN EDUCATIONAL SETTING.

HARVARD UNIV., CAMBRIDGE, MASS.

PUB DATE: 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADOLESCENTS, *ADULT STUDENTS, *AGE GROUPS, *SECONDARY SCHOOLS, *SOCIALIZATION, ACADEMIC ACHIEVEMENT, BEHAVIOR CHANGE, CLASSROOM ENVIRONMENT, CONTINUING EDUCATION CENTERS, DISADVANTAGED YOUTH, HIGH SCHOOL STUDENTS, INTERPERSONAL RELATIONSHIP, MORAL ISSUES, MOTIVATION, NONAUTHORITARIAN CLASSES, PARENT ROLE, PARTICIPANT CHARACTERISTICS, ROLE PERCEPTION, SELF CONTROL, SOCIAL INFLUENCES, SOCIALLY DEVIANT BEHAVIOR, STUDENT ATTITUDES, TEACHER IMPROVEMENT.

AGE-INTEGRATED CLASSES IN A CONTINUATION SCHOOL WERE STUDIED TO FIND THE RESULTING MORAL, SOCIAL, AND ACADEMIC EFFECTS. IT WAS ASSUMED THAT MEANINGFUL CROSS-AGE RELATIONS WOULD OCCUR WITH STATUS EQUALITY, INVOLVEMENT IN THE SAME EDUCATIONAL TASKS, A ONE-TO-ONE AGE RATIO, AND SIMILAR BACKGROUNDS AND ABILITY LEVELS. MOST OF THE ADOLESCENTS HAD BEEN ASSIGNED TO THE SCHOOL BECAUSE OF DEVIANT BEHAVIOR. THE ADULTS ATTENDED TO GET A HIGH SCHOOL DIPLOMA OR TO UPGRADE VOCATIONAL SKILLS. DATA FROM QUESTIONNAIRES AND INTERVIEWS SHOWED THAT ADULTS AND ADOLESCENTS SHARED RELATIVELY EQUAL STATUS AND ADULTS SERVED AS MORAL AND ACADEMIC MODELS AND WERE HELPFUL IN CONTROLLING ADOLESCENT BEHAVIOR. A RECIPROCAL PATTERN OF ASSISTANCE DEVELOPED. AS PARENTS, ADULTS HAD UNDERSTANDING OF ADOLESCENTS, AND THEIR CLASS INTERACTIONS HELPED THEM AT HOME WITH THEIR OWN CHILDREN. THE ADOLESCENTS PROFITED FROM ADULT LIFE AND WORK EXPERIENCE AND FELT THE PRESENCE OF ADULT STUDENTS RESULTED IN BETTER TEACHER AND CLASS PREPARATION. THIS ARTICLE APPEARED IN HARVARD EDUCATIONAL REVIEW, VOLUME 37, NUMBER 4, FALL 1967, PAGES 694-619. THE ISSUE IS AVAILABLE, FOR \$2.00, FROM LONGFELLOW HALL, 13 APPIAN WAY, CAMBRIDGE, MASSACHUSETTS, 02138. (PT)

ED 014 656

AC 001 619

JOUBERT, MADELEINE

FOR A POLICY OF ADULT EDUCATION AT THE POST-SECONDARY LEVEL. BRIEF TO THE MINISTER OF EDUCATION OF QUEBEC. INSTITUT CANADIEN D'EDUCATION DES ADULTES

PUB DATE JUL 67

EDRS PRICE MF-\$0.25 HC-\$1.24 29P.

DESCRIPTORS *ADULT EDUCATION, *EDUCATIONAL NEEDS, *EDUCATIONAL POLICY, *HIGHER EDUCATION, *POLICY FORMATION, ACADEMIC STANDARDS, ADMISSION CRITERIA, ADULT VOCATIONAL EDUCATION, BUSINESS, CANADA, COLLEGES, DEGREES (TITLES), EDUCATION-

AL GUIDANCE, EDUCATIONAL METHODS, GENERAL EDUCATION, GOVERNMENT ROLE, INSTRUCTIONAL STAFF, PROGRAM PROPOSALS, PUBLIC POLICY, QUEBEC, RESEARCH NEEDS, RESPONSIBILITY, SOCIAL AGENCIES, SPECIAL SERVICES.

THE PURPOSE OF THIS BRIEF SUBMITTED TO THE MINISTER OF EDUCATION OF THE PROVINCE OF QUEBEC IS TO HELP ESTABLISH AN ADULT EDUCATION POLICY FOR FUTURE COLLEGES OF GENERAL AND VOCATIONAL EDUCATION, WHICH WOULD INCLUDE PROVISION FOR ADULTS AT THE FIRST STAGE OF ORGANIZATION RATHER THAN ADDING IT LATER AS EXTENSION ACTIVITY. RECOMMENDATIONS ARE LAID DOWN CONCERNING THE NEEDS OF DROPOUTS AND OTHER POTENTIAL CLIENTELE GROUPS, THE VOCATIONAL AND CULTURAL OBJECTIVES OF POSTSECONDARY EDUCATION, ADULT-CENTERED TEACHING METHODS AND STUDENT SERVICES, INFORMATION SERVICES AND GUIDANCE, ADMISSION STANDARDS, DIPLOMAS, STAFFING, RESEARCH, AND THE PART TO BE PLAYED BY THE GOVERNMENT, BUSINESS, AND SOCIAL AGENCIES IN SUPPORTING AND PROMOTING ADULT EDUCATION. POINTS OF PARTICULAR URGENCY ARE—SUITABLE MEANS OF INFORMATION AND COUNSELING, FAIR ADMISSION STANDARDS, APPLIED RESEARCH, AND PROVISION FOR STAFF RECRUITMENT AND TRAINING BY INDIVIDUAL INSTITUTIONS. THE PROMPT CREATION OF ENABLING LEGISLATION TO SUPPORT THE DEVELOPMENT OF ADULT EDUCATION AS SUGGESTED IN THIS BRIEF IS URGED. (LY)

ED 014 657 AC 001 620
COCKBURN, PATRICIA RAYMOND,
YVONNE R.

WOMEN UNIVERSITY GRADUATES IN CONTINUING EDUCATION AND EMPLOYMENT, AN EXPLORATORY STUDY INITIATED BY THE CANADIAN FEDERATION OF UNIVERSITY WOMEN 1966, AND LA FEMME DIPLOMEE FACE A L'EDUCATION PERMANENTE ET AU MONDE DU TRAVAIL.

CANADIAN FED. OF UNIV. WOMEN, TORONTO (ONTARIO)

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLEGE GRADUATES, *EMPLOYMENT PATTERNS, *FEMALES, *NATIONAL SURVEYS, *PROFESSIONAL CONTINUING EDUCATION, AGE GROUPS, CANADA, CAREER CHOICE, CHILD CARE, COLLEGE CREDITS, COUNSELING SERVICES, DEGREES (TITLES), EDUCATIONAL BACKGROUND, FAMILY ATTITUDES, LABOR FORCE, MOTIVATION, NONCREDIT COURSES, PART TIME JOBS, PART TIME STUDENTS, POLITICAL DIVISIONS (GEOGRAPHIC), RESEARCH NEEDS, SCHEDULING, SECOND LANGUAGES, SOCIOECONOMIC STATUS, STATISTICAL DATA, UNITS OF STUDY (SUBJECT FIELDS), WOMEN'S EDUCATION,

TO MEASURE THE EMPLOYMENT POTENTIAL OF CANADIAN WOMEN UNIVERSITY GRADUATES, TO INTEREST GOVERNMENT IN RETRAINING PROFESSIONAL WOMEN, AND TO ASSESS THE INTEREST OF WOMEN IN CONTINUING THEIR UNIVERSITY EDUCATION, A MAIL SURVEY WAS MADE OF 10,000 MEMBERS OF THE CANADIAN FEDERATION OF UNIVERSITY WOMEN, 500 NON-MEMBER GRADUATES, AND 850 FRENCH-SPEAKING WOMEN GRADUATES. THERE WAS AN OVERALL RESPONSE RATE OF 40 PERCENT. DATA WERE GATHERED ON AGE, MARITAL STATUS, FAMILY INCOME LEVEL, PROVINCIAL DISTRIBUTION, EMPLOYMENT AND EDUCATIONAL BACKGROUND,

SECOND LANGUAGE FLUENCY, AND PLANS FOR TAKING UNIVERSITY CREDIT OR NONCREDIT COURSES, PART-TIME OR FULL-TIME, AND SUBJECT FIELDS OF INTEREST. A FELT NEED APPEARED FOR VOCATIONAL COUNSELING, CHANGES IN THE INCOME TAX STRUCTURE, MORE PART-TIME JOBS, AND DOMESTIC HELP. UNIVERSITIES SHOULD BE LESS RIGID AND PROVINCIAL IN ADMISSION REQUIREMENTS AND IN MAKING PROVISION FOR PART-TIME STUDY. PROGRAMS SHOULD BE MORE STIMULATING AND PROVISIONS FOR FINANCIAL HELP AND CHILD CARE SHOULD BE MADE. EDUCATIONAL AUTHORITIES AND INSTITUTIONS, BUSINESS AND INDUSTRY, SHOULD JOIN WITH GOVERNMENT RESEARCH DEPARTMENTS IN FURTHER RESEARCH ON WOMEN GRADUATES. THIS DOCUMENT IS AVAILABLE, FOR \$5.00, FROM UNIVERSITY OF TORONTO BOOKSTORES, FRONT CAMPUS, TORONTO 5, ONT. (AJ)

ED 014 658 AC 001 621
NAYAR, E.S.K. AND OTHERS

TRAINING TASKS AND MEDIATOR ORIENTATION IN HETEROCULTURAL NEGOTIATIONS.

ILLINOIS UNIV. URBANA, GROUP EFFECTIVE RES. LAB.

REPORT NUMBER TR-54-67-10

REPORT NUMBER NONR-1834-36-NR-177-472

PUB DATE MAY 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CROSS CULTURAL TRAINING, *CULTURAL DIFFERENCES, *LEADERSHIP STYLES, *PROBLEM SOLVING, *TASK PERFORMANCE, ANGLO AMERICANS, ASIAN INDIANS, CHILD REARING, CULTURE CONFLICT, EVALUATION, GOAL ORIENTATION, GROUP DYNAMICS, INTERACTION, INTERGROUP RELATIONS, INTERPERSONAL COMPETENCE, PSYCHOLOGICAL CHARACTERISTICS, RESEARCH, SOCIAL PSYCHOLOGY, STATISTICAL DATA, TRAINING TECHNIQUES.

THE STUDY INVESTIGATED THE EFFECTS OF CULTURAL TRAINING, MEDIATOR ORIENTATION, AND TASK CHARACTERISTICS UPON HETEROCULTURAL NEGOTIATION. INDIAN AND AMERICAN SUBJECTS NEGOTIATED CHILD REARING ISSUES UNDER THREE AMERICAN TRAINING CONDITIONS (CULTURE ASSIMILATOR VERSUS TRADITIONAL VERSUS IRRELEVANT TRAINING), THREE MEDIATOR CONDITIONS (HIGH VERSUS MODERATE VERSUS LOW LPC), AND TWO TASK CONDITIONS (FORMAL VERSUS INFORMAL NEGOTIATIONS). RESULTS FROM 36 TEAMS CONSISTING OF ONE AMERICAN NEGOTIATOR, ONE INDIAN NEGOTIATOR, AND AN AMERICAN MEDIATOR SUGGEST THE FOLLOWING—(1) INTERGROUP RELATIONS ARE FACILITATED WHEN ONE MEMBER OF THE NEGOTIATING GROUP HAS RECEIVED CULTURAL TRAINING, AND PROGRAMED (ASSIMILATOR) TRAINING IS MORE EFFECTIVE THAN TRADITIONAL ESSAY TRAINING—(2) INTRAGROUP RELATIONS ARE FACILITATED IF THE NEGOTIATORS ARE NOT REQUIRED TO DEFEND POSITIONS FORMALLY ASSIGNED TO THEM, BUT ARE FREE TO INTERACT WITHOUT SUCH FORMAL RESTRAINTS—AND (3) WHEN THE TASK IS FORMAL, THE NEGOTIATORS ARE MOST EFFECTIVE IF THE MEDIATOR IS ORIENTED TOWARD MAINTAINING HARMONIOUS RELATIONS (HIGH LPC). IF THE SITUATION IS INFORMAL, THE NEGOTIATORS ARE MOST EFFECTIVE IF THE MEDIATOR IS MORE TASK-ORIENTED (LOW LPC). THIS DOCUMENT, AD-657-363, IS AVAILABLE

FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151, MICROFICHE \$0.65, HARDCOPY \$3.00. (AUTHOR/LT)

ED 014 659 AC 001 622

BEAL, GEORGE M. AND OTHERS
COMMUNICATION IMPACT, A CONCEPTUAL MODEL ANALYSIS OF INDIVIDUAL PREDISPOSITIONS AND THE ANALYSIS OF THE IMPACT OF A COUNTY CIVIL DEFENSE EDUCATIONAL PROGRAM.

IOWA STATE UNIV. OF SCIENCE AND TECH., AMES

REPORT NUMBER RURAL SOCIOLOGY REPORT 41S.

REPORT NUMBER OCD-PS-65-9 SUBTASK 4811-E

PUB DATE MAR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADOPTION (IDEAS), *CIVIL DEFENSE, *COMMUNICATION (THOUGHT TRANSFER), *MODELS, *PREDICTIVE VALIDITY, ANALYSIS OF VARIANCE, ATTENTION, CHANGING ATTITUDES, COMPREHENSION, EDUCATIONAL SOCIOLOGY, ENVIRONMENTAL INFLUENCES, EVALUATION, EXHIBITS, INDIVIDUAL CHARACTERISTICS, INFORMATION DISSEMINATION, MEASUREMENT INSTRUMENTS, MOTIVATION, REACTIVE BEHAVIOR, RESEARCH, RURAL AREAS, SOCIOECONOMIC INFLUENCES.

THIS STUDY DEALS WITH COMMUNICATION AT THREE LEVELS—DEVELOPMENT OF A GENERALIZED MODEL OF THE PROCESS WHEREBY COMMUNICATION ACHIEVES IMPACT, THE OPERATIONALIZATION OF THE MODEL, AND TESTING OF THE DEGREE TO WHICH THE MODEL PREDICTS THE RESPONSE OF MEMBERS OF THE POTENTIAL AUDIENCE TO A SPECIFIC COMMUNICATION EVENT. THIS IMPACT MODEL TAKES THE CONTENT AND INTENT OF THE MESSAGE AS GIVEN AND EXAMINES RESPONSES OF THE TOTAL POTENTIAL AUDIENCE. A BASIC UNDERLYING NOTION IS THAT IN RECEIVING AND RESPONDING TO A MESSAGE THE READER MUST PERFORM SEVERAL FUNCTIONS. THESE FUNCTIONS CAN BE LOGICALLY INTERPRETED INTO A FLOW OF ACTION INVOLVING A SERIES OF COMMUNICATION FILTERS—ATTENTION, COMPREHENSION, AND ACCEPTANCE. ANOTHER BASIC NOTION IS THAT THE RESPONSE AT ANY GIVEN STAGE IS NOT RANDOM, BUT PRECONDITIONED BY THE RECEIVER'S PREVIOUS EXPERIENCE AND BY WHAT HE PERCEIVES TO BE HIS INTEREST. THE EVENT ANALYZED IS THE MIDWEST COUNTY CIVIL DEFENSE EXHIBIT. FINDINGS STRONGLY SUPPORT THE NOTIONS INCLUDED IN THE IMPACT MODEL. IMPLICATIONS OF THESE FINDINGS FOR CIVIL DEFENSE COMMUNICATION ARE DRAWN. THIS DOCUMENT INCLUDES TABLES, FIGURES, AND 89 REFERENCES AND IS AVAILABLE, AD-657-217, FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151, MICROFICHE \$0.65, HARDCOPY \$3.00. (AUTHOR/LY)

ED 014 660 AC 001 623

JOHNSON, KIRK A. AND OTHERS
COMPARISON OF CONVENTIONAL AND PROGRAMMED INSTRUCTION IN TEACHING COMMUNICATIONS PROCEDURES.

NAVAL PERSONNEL RES. ACTIVITY, SAN DIEGO, CALIF.

REPORT NUMBER NPRA-STB-67-20

REPORTNUMBER PROJ-PFO17034001

PUB DATE MAY 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMMUNICATIONS, *DISCUSSION (TEACHING TECHNIQUE), *LECTURE, *MILITARY TRAINING, *PROGRAMED INSTRUCTION, ACADEMIC ACHIEVEMENT, EFFECTIVE TEACHING, MILITARY PERSONNEL, PERFORMANCE FACTORS, PROGRAMED TEXTS, RADIO TECHNOLOGY, STATISTICAL DATA, TEST RESULTS, TESTS, TIME FACTORS (LEARNING), TRAINING TECHNIQUES, U.S. NAVY.

IN THIS STUDY, THE THIRD IN A SERIES EVALUATING PROGRAMED AND CONVENTIONAL INSTRUCTION IN THE SCHOOLS OF THE NAVAL AIR TECHNICAL TRAINING COMMAND, A COMPARISON WAS MADE BETWEEN TWO VERSIONS OF THE AIRBORNE RADIO CODE OPERATOR (ARCO) COURSE. IN THE CONVENTIONAL VERSION, MILITARY COMMUNICATIONS PROCEDURES WERE TAUGHT BY MEANS OF LECTURE DISCUSSION SESSIONS. IN THE OTHER VERSION, THIS SAME MATERIAL WAS TAUGHT BY MEANS OF PROGRAMED BOOKLETS. THE STUDENTS IN THE PROGRAM VERSION REQUIRED A TOTAL OF 14.5 HOURS TO COVER THE MATERIAL, AS OPPOSED TO A TOTAL OF 30 HOURS FOR THE LECTURE DISCUSSION SESSIONS. THIS AFFORDED A SAVINGS OF BETTER THAN 50 PERCENT OVER THIS PARTICULAR PART OF THE COURSE AND A SAVINGS OF TWO DAYS IN THE TOTAL LENGTH OF THE COURSE. MASTERY OF THE MATERIALS WAS MEASURED BY TWO SPECIAL TESTS. ON THE MULTIPLE CHOICE TEST, THE CONVENTIONAL GROUP WAS FOUND TO BE SLIGHTLY BETTER THAN THE PROGRAM GROUP. ON THE SHORT ANSWER TEST, THE PROGRAM GROUP WAS FOUND TO BE SLIGHTLY BETTER THAN THE CONVENTIONAL GROUP. THE DIFFERENCE FAVORING THE PROGRAM GROUP WAS SOMEWHAT LARGER THAN THAT FAVORING THE OTHER GROUP. (THE DOCUMENT INCLUDES SEVEN TABLES.) THIS DOCUMENT, AD-656-894, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA., 22151, MICROFICHE \$0.65, HARDCOPY \$3.00. (AUTHOR/LY)

ED 014 661

AC 001 624

RICKUS, GEORGE M. AMBLER, ROSALIE K.

MORALE AS A FUNCTION OF SELF-DEFINITION AND STAGE OF TRAINING.

NAVAL AEROSPACE MEDICAL INST., PEN-SACOLA, FLA.

REPORTNUMBER R-NAMI-1007

REPORTNUMBER MFO-22-01-02-5001

REPORTNUMBER 52

PUB DATE 15 MAY 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *MILITARY PERSONNEL, *MILITARY TRAINING, *MORALE, *SELF EVALUATION, *WORK ATTITUDES, ANALYSIS OF VARIANCE, CHANGING ATTITUDES, ENVIRONMENTAL INFLUENCES, FLIGHT TRAINING, GROUP MEMBERSHIP, PSYCHOLOGICAL PATTERNS, RATING SCALES, RESEARCH, SELF CONCEPT, STATISTICAL DATA, U.S. NAVY.

SEVEN HUNDRED SEVEN NAVAL AVIATION TRAINEES FROM THREE STAGES OF TRAINING WERE ADMINISTERED AN ANONYMOUS QUESTIONNAIRE THAT ASKED THEM TO GIVE THEIR OWN DEFINITION OF MORALE. THEY WERE THEN INSTRUCTED TO RATE THEIR OWN MORALE ON A TEN-POINT SCALE USING THEIR DEFINITION AS A FRAME OF REF-

ERENCE. A CONTENT ANALYSIS OF THE DEFINITIONS IDENTIFIED THE FOLLOWING CATEGORIES-TASK ORIENTED, GROUP ORIENTED, AND SELF ORIENTED. MEAN MORALE RATES WERE OBTAINED FOR THE SUBJECTS FALLING IN EACH OF THE DEFINITIONAL CATEGORIES AND STAGES OF TRAINING. THE RESULTS SHOWED THAT MORALE INCREASED AS TRAINEES PROGRESSED FROM PREFLIGHT TO BASIC FLIGHT TRAINING, THAT MORALE LEVEL VARIED AS A FUNCTION OF THE DEFINITION EXPRESSED, AND THAT THE DEFINITION EXPRESSED WAS A FUNCTION OF THE STAGES OF TRAINING EXPERIENCED. (THE DOCUMENT INCLUDES TABLES AND TWO REFERENCES.) THIS DOCUMENT, AD-655-818, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151, MICROFICHE \$0.65, HARDCOPY \$3.00. (AUTHOR)

ED 014 662

AC 001 625

BERMAN, MARK L.

EXPERIMENTAL EXPLORATIONS IN PROGRAMED INSTRUCTION AND OBJECTIVE TESTING MEASURES, REPORT OF THE "VARIABLES INFLUENCING BEHAVIOR" PROJECT, PAPER 2.

ARIZONA STATE UNIV., TEMPE

PUB DATE AUG 66

EDRS PRICE MF-\$0.25 HC-\$1.88 45P.

DESCRIPTORS *EVALUATION, *INTELLIGENCE TESTS, *READING TESTS, *REINFORCEMENT, *TIMED TESTS, AMERICAN INDIANS, ANALYSIS OF VARIANCE, EDUCATIONAL BACKGROUND, EDUCATIONAL DISADVANTAGE, ENGLISH (SECOND LANGUAGE), EXPERIMENTAL GROUPS, MEASUREMENT INSTRUMENTS, MEXICAN AMERICANS, MINORITY GROUPS, OBJECTIVE TESTS, PARTICIPANT CHARACTERISTICS, PROGRAMED TESTS, RESEARCH, TEST RESULTS, TESTING.

AS ONE PHASE OF RESEARCH IN APPLIED ANTHROPOLOGY, YAQUI INDIAN AND MEXICAN MEN IN ARIZONA HAVE PARTICIPATED FOR THREE YEARS IN EXPERIMENTAL PROGRAMED COURSES IN BASIC ENGLISH AND ARITHMETIC. THE STUDENTS HAD PREVIOUSLY HAD AN AVERAGE OF FIVE YEARS' FORMAL SCHOOLING. A BATTERY OF STANDARD OBJECTIVE TESTS WAS GIVEN TO MEASURE IQ AND ABILITY TO READ AND COMPREHEND ENGLISH. A FIRST SERIES OF TESTS WAS ADMINISTERED WITH SPECIFIED TIME LIMITS OBSERVED. A SECOND SERIES WAS GIVEN ALSO WITH THE TIME LIMITS. THEN STUDENTS WERE ALLOWED TO COMPLETE THE TESTS. THE CONCESSION OF TIME TO WORK TO COMPLETION CHANGED IQ PERCENTILE RANKS FROM 11 OR 12 TO 66, 77.5 AND 63. VARIOUS TESTS OF READING, VOCABULARY, AND OTHER SKILLS YIELDED HIGHLY INCONSISTENT EVALUATIONS OF THE STUDENTS' ABILITIES. A THIRD SERIES OF TESTS WAS BASED ON A NOVEL EXPERIMENTAL APPROACH TO PROGRAMED LEARNING. AN ADJUSTING SCHEDULE OF REINFORCEMENT FOR MEETING TIME AND ERROR CRITERIA WAS PUT IN FORCE. THIS INVOLVED RAISING OR LOWERING REQUIREMENTS FOR REINFORCEMENT USING THE STUDENT'S OWN PERFORMANCE AS A MEASURE. RESULTS INDICATED THAT BOTH SPEED AND ACCURACY CAN BE CONTROLLED BY REINFORCEMENT CONTINGENCIES. (ALSO INCLUDED ARE SIX REFERENCES AND 32 TABLES.) (AUTHOR)

ED 014 663

AC 001 635

BELBIN, EUNICE BELBIN, R.M.

NEW CAREERS IN MIDDLE AGE, SEPARATUM TO PROCEEDINGS OF THE INTERNATIONAL CONGRESS OF GERONTOLOGY (7TH, VIENNA, JUNE 26-JULY 2, 1966).

INTERNATIONAL ASSN. OF GERONTOLOGY

PUB DATE 02 JUL 66

EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *ADULT LEARNING, *AGE, *MIDDLE AGED, *TRAINING TECHNIQUES, *VOCATIONAL RETRAINING, CONTINUOUS LEARNING, COSTA RICA, DISCOVERY LEARNING, EMPLOYMENT OPPORTUNITIES, ENVIRONMENTAL INFLUENCES, FRANCE, GREAT BRITAIN, GROUP INSTRUCTION, HOME STUDY, INDIVIDUAL COUNSELING, MOBILITY, MOTIVATION, NORWAY, POLAND, RESEARCH NEEDS, SWEDEN, UNITED STATES.

SERIOUS PROBLEMS EXIST IN RETRAINING OLDER WORKERS, BUT WHERE AN APPROPRIATE METHOD OF TRAINING CAN BE DEVELOPED, OLDER TRAINEES CAN ACHIEVE RESULTS COMPARABLE WITH THOSE OF THEIR YOUNGER COLLEAGUES. SPECIFIC REQUIREMENTS OF THE MIDDLE-AGED LEARNER INCLUDE LONG AND UNINTERRUPTED LEARNING SESSIONS, GREATER CONSOLIDATION OF LEARNING BEFORE NEW SKILLS ARE ATTEMPTED, ACCURATE RESPONSES AND RAPID FEEDBACK DURING LEARNING, SELF-STRUCTURED LEARNING PROGRAMS AND AVOIDANCE OF COMPETITION, AND ACTIVE MENTAL PARTICIPATION DURING LEARNING (LEARNING BY DISCOVERY RATHER THAN BY ROTE). PROBLEMS OF STEERING OLDER WORKERS INTO TRAINING CAN BE ALLEVIATED THROUGH PERSONAL COUNSELING AND THE USE OF GROUP TRAINING. HOME STUDY COMBINED WITH PERIODIC PRACTICAL TRAINING AND GROUP TUTORIALS HAS BEEN SUCCESSFUL, ESPECIALLY WHEN TRAINEES HAVE HAD SOME LEARNING ACTIVITY SINCE LEAVING SCHOOL. REAL EMPLOYMENT SECURITY RESTS ON THE ABILITY TO MOVE FROM ONE JOB TO ANOTHER AND HERE TRAINING OF THE MIDDLE-AGED IN NEW SKILLS PLAYS A VITAL ROLE. THE YOUNG WORKER, TOO, MUST ACCEPT LIFELONG LEARNING IN A FLEXIBLE PATTERN OF WORK AND STUDY. THIS DOCUMENT IS THE SEPARATUM TO THE PROCEEDINGS OF THE INTERNATIONAL CONGRESS OF GERONTOLOGY (7TH, VIENNA, AUSTRIA, JUNE 26-JULY 2, 1966). (AJ)

ED 014 664

AC 001 636

EDWARDS, WILLIAM L. COHEN, ED-MUNDD.

AIDES FOR ADULT EDUCATION, A TRAINING PROGRAM FUNDED BY THE OHIO BOARD OF REGENTS UNDER TITLE I OF THE HIGHER EDUCATION ACT. FINAL REPORT. WESTERN RESERVE UNIV., CLEVELAND, OHIO

CLEVELAND PUBLIC SCHOOLS, OHIO

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.50 18P.

DESCRIPTORS *ADULT BASIC EDUCATION, *EVALUATION, *PUBLIC SCHOOLS, *TEACHER AIDES, *TEACHER WORKSHOPS, ANALYSIS OF VARIANCE, CASE STUDY, WESTERN RESERVE UNIVERSITY, CLASSROOM ENVIRONMENT, CLEVELAND, CLEVELAND COLLEGE, CRITERIA, ECONOMIC DISADVANTAGE, EVALUATION TECHNIQUES, INDIGENOUS PERSONNEL, NEGROES, OHIO, PARTICIPANT

CHARACTERISTICS, PROGRAM EFFECTIVENESS, RATING SCALES, SELECTION, STATISTICAL DATA, TESTS, TRAINING TECHNIQUES, WELFARE RECIPIENTS.

THE AIDES FOR ADULT EDUCATION WORKSHOP (FEBRUARY 10-MAY 20, 1967) WAS HELD IN CLEVELAND, OHIO BY CLEVELAND COLLEGE AND THE PUBLIC SCHOOL SYSTEM TO DEVELOP BETTER CLASSROOM COMMUNICATION AND A MORE INTENSIVE LEARNING SITUATION FOR DISADVANTAGED ADULT STUDENTS. TWENTY WELFARE RECIPIENTS, ALMOST ALL NEGRO WOMEN, WERE SELECTED FOR AIDE TRAINING ON THE BASIS OF VERBAL ABILITY, READING COMPREHENSION, INTERPERSONAL ATTITUDES, AND ATTITUDES TOWARD EDUCATIONAL INSTITUTIONS AND COMMUNITY ORGANIZATION. EXPERIENCED TEACHERS IN PUBLIC SCHOOL ADULT EDUCATION WERE CHOSEN FOR THE PROJECT ACCORDING TO SUCCESSFUL CLASSROOM PERFORMANCE, INTEREST IN A TRAINING PROJECT, AND A FELT NEED FOR THE HELP OF AN AIDE. WORKSHOP ACTIVITIES WERE DESIGNED TO GIVE BOTH AIDES AND TEACHERS AN OVERVIEW OF ADULT BASIC EDUCATION, CURRICULUM MATERIALS, CLASSROOM ORGANIZATION, AND PROCEDURE. AN EVALUATION OF CLASSES WITH AND WITHOUT AIDES SHOWED THAT WITH AIDES, MORE INDIVIDUAL HELP IS GIVEN, AND TEACHERS LECTURE MORE AND ANSWER QUESTIONS LESS. THE TEACHERS THEMSELVES FELT THAT THEY COULD EFFECTIVELY HANDLE LARGER CLASSES WITH AIDES. (THE DOCUMENT INCLUDES APPENDIXES AND WORKSHOP STATISTICS.) (LY)

ED 014 665 24 AC 001 638
CURTIS, CARROLL A. HAYES, ROBERT B.
IMMEDIATE LEARNING REINFORCEMENT IN A COMPLEX MENTAL-MOTOR SKILL, (DRIVER TRAINING) USING MOTION PICTURES - PHASE III. FINAL REPORT. PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION
REPORT NUMBER BR-6-2179
PUB DATE MAR 67
GRANT OEG-1-6-062179-0688
EDRS PRICE MF-\$0.25 HC-\$2.16 52P.

DESCRIPTORS *DRIVER EDUCATION, *HIGH SCHOOL STUDENTS, *INSTRUCTIONAL FILMS, *SIMULATORS, *TIME FACTORS (LEARNING), EDUCATIONAL RESEARCH, INSTRUCTIONAL IMPROVEMENT, METHODS RESEARCH, NEYHART ROAD SKILL CHECK LIST, PROGRAM LENGTH, RESEARCH DESIGN, SIMULATED ENVIRONMENT, STATISTICAL ANALYSIS, STATISTICAL DATA, STUDENT ATTITUDES, STUDENT CHARACTERISTICS, TESTING.

PREVIOUS RESEARCH HAD SHOWN THAT SIMULATION COULD BE SUBSTITUTED FOR THREE OF SIX HOURS OF ACTUAL DRIVING INSTRUCTION, A CONCENTRATED COURSE OF INSTRUCTION COULD BE MORE EFFECTIVE THAN ONE OF SEVERAL WEEKS OR MONTHS, AND USE OF SIMULATOR MOVIES WITHOUT THE EQUIPMENT HAD VALUE. IN THIS STUDY, DATA ON HIGH SCHOOL STUDENTS IN HARRISBURG, PENNSYLVANIA WERE COLLECTED-AGE, SEX, GRADE AVERAGE, ATTITUDE, INTELLIGENCE, AND HOURS OF DRIVING OUTSIDE OF CLASS. PARTICIPANTS WERE RANDOMLY ASSIGNED TO ONE OF FIVE LEARNING SITUATIONS WITH VARYING LENGTHS OF

PROGRAMS, AND USES OF SIMULATOR MOVIES AND EQUIPMENT, AND BEHIND-THE-WHEEL TRAINING. OTHER VARIABLES CONSIDERED IN EVALUATING TRAINING RESULTS WERE SCORES ON THE NEYHART ROAD SKILL CHECK LIST FOR PASSENGER CAR DRIVERS, THE NUMBER OF TIMES NEEDED TO PASS THE STATE DRIVING TEST, AND NUMBER OF TRAFFIC VIOLATIONS. STATISTICAL TECHNIQUES USED TO TEST FOR SIGNIFICANCE WERE COEFFICIENTS OF CORRELATION, CHI SQUARE, AND ANALYSIS OF VARIANCE AND COVARIANCE. IT WAS CONCLUDED THAT-(1) INSTRUCTIONAL TIME COULD BE REDUCED FROM NINE TO SIX HOURS IN THE SIMULATOR AND FROM SIX TO FOUR HOURS BEHIND THE WHEEL, AND (2), SIMULATOR MOVIES SHOWN WITHOUT EQUIPMENT WERE VALUABLE IN DEVELOPING DRIVING SKILLS, ATTITUDES, AND KNOWLEDGE. (APPENDIXES INCLUDE TESTS AND SEVERAL TABLES.) (PT)

ED 014 666 AC 001 645
ROGERS, WILLIAM C.
A GUIDE TO UNDERSTANDING WORLD AFFAIRS.
PUB DATE 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INTERNATIONAL EDUCATION, *READING MATERIALS, *WORLD AFFAIRS, CITIZENSHIP, CONFLICT, INFORMATION SOURCES, INTERNATIONAL ORGANIZATIONS, POWER STRUCTURE.

WRITTEN IN EVERYDAY ENGLISH, THIS READING BOOK PRESENTS MANY FACTS AND IDEAS ABOUT WORLD AFFAIRS. CHAPTERS COVER INTERNATIONAL LIFE, POWER IN WORLD AFFAIRS, WAR AS INTERNATIONAL CONFLICT, THE MEANS AND VARIETIES OF ARMED CONFLICT, INTERNATIONAL CONFLICT SHORT OF WAR, THE ACCOMMODATION OF CONFLICT IN WORLD AFFAIRS, AND PEACE-WHAT IT IS AND HOW TO GET IT. THE LAST CHAPTER DEALS WITH SOURCES OF INFORMATION AND UNDERSTANDING IN WORLD AFFAIRS. THIS DOCUMENT IS AVAILABLE FROM OCEANA PUBLICATIONS, DOBBS FERRY, N.Y. (EB)

ED 014 667 AC 001 650
LEE, ROBERT ELLIS
CONTINUING EDUCATION FOR ADULTS THROUGH THE AMERICAN PUBLIC LIBRARY, 1833-1964.

AMERICAN LIBRARY ASSN., CHICAGO, ILL.

PUB DATE 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADULT EDUCATION, *EDUCATIONAL OBJECTIVES, *HISTORICAL REVIEWS, *LIBRARY SERVICES, *PUBLIC LIBRARIES, ADMINISTRATIVE POLICY, AMERICAN LIBRARY ASSOCIATION, COMMUNITY SERVICES, COMMUNITY STUDY, DISCUSSION GROUPS, FEDERAL LEGISLATION, GUIDANCE SERVICES, LIBRARY EXTENSION, LIBRARY STANDARDS, PROFESSIONAL ASSOCIATIONS, PROMOTION (PUBLICIZE), READING CONSULTANTS, RECREATIONAL READING, REFERENCE MATERIALS, STATISTICAL DATA, STUDENT NEEDS.

THE PRINCIPAL EDUCATIONAL GOALS OF AMERICAN PUBLIC LIBRARIES BETWEEN 1833 AND 1964 WERE CIVIC ENLIGHTENMENT AND PERSONAL DEVELOPMENT, ACCOMPANIED AT VARIOUS PERIODS BY MORAL BETTERMENT, VOCATIONAL IMPROVEMENT, OR CURRENTLY,

COMMUNITY DEVELOPMENT. THE MAJORITY OF PUBLIC LIBRARIES PROVIDE NOT ONLY MATERIALS, BUT ALSO PERSONAL ASSISTANCE, STIMULATION OF FULLER USE OF RESOURCES, AND SERVICE TO GROUPS. THEY ORIGINALLY HELD EDUCATION OF ADULTS AS THEIR CENTRAL AIM, BUT DURING THE LATE 1800'S AND EARLY 1900'S THE OBJECTIVES OF RECREATION AND REFERENCE LARGELY TOOK PRECEDENCE OVER EDUCATION. SUCH SERVICES AS BRANCH LIBRARIES, TRAVELING LIBRARIES, AND BOOK LISTS WERE BEGUN. DURING THE 1920'S AND THE DEPRESSION, ATTEMPTS WERE MADE, MAINLY THROUGH THE AMERICAN LIBRARY ASSOCIATION, TO REVITALIZE THE EDUCATIONAL PURPOSE. THE PERIOD, 1941-56, WAS DISINGUISHED BY THE PUBLIC LIBRARY INQUIRY OF 1947 AND SEVERAL FORD FOUNDATION PROJECTS AND SURVEYS. WIDER COOPERATION, FEDERAL ASSISTANCE, ADEQUATE SERVICE TO STUDENTS, AND IMPROVED ACCESS TO LIBRARIES WERE IMPORTANT CONCERNS DURING 1957-64. SUGGESTIONS ON RESEARCH AND EDUCATIONAL OUTREACH ARE MADE. (SELECTED READINGS ON ADULT SERVICES, AND EXTENSIVE REFERENCES ARE INCLUDED.) THIS DOCUMENT IS AVAILABLE FROM THE AMERICAN LIBRARY ASSOCIATION, CHICAGO. (LY)

ED 014 668 AC 001 651
HELY, ARNOLD S.M.
ADULT EDUCATION IN NEPAL.
REPORT NUMBER NC-21-66
PUB DATE 22 DEC 66
EDRS PRICE MF-\$0.25 HC-\$1.84 44P.

DESCRIPTORS *ADULT EDUCATION, *DEVELOPING NATIONS, *EDUCATIONAL NEEDS, *LITERACY EDUCATION, *NATIONAL SURVEYS, ADMINISTRATIVE ORGANIZATION, ADULT BASIC EDUCATION, COMMUNITY EDUCATION, CONTINUING EDUCATION CENTERS, EDUCATIONAL POLICY, EDUCATIONAL RESOURCES, ENVIRONMENTAL INFLUENCES, FUNCTIONAL ILLITERACY, GOVERNMENT ROLE, HIGHER EDUCATION, LEADERSHIP TRAINING, LITERACY, NATIONAL PROGRAMS, NEPAL, PRIMARY EDUCATION, PUBLIC SCHOOLS, RURAL AREAS, SOCIOECONOMIC INFLUENCES, UNESCO.

IN THIS REPORT ON ADULT EDUCATION IN NEPAL, THE GEOGRAPHIC, ETHNIC, ECONOMIC, EDUCATIONAL, AND POLITICAL FACTORS AFFECTING SOCIAL, EDUCATIONAL, AND ECONOMIC DEVELOPMENT ARE DISCUSSED. THE EXTENT OF PROGRESS IN NATIONAL EDUCATION (INCLUDING LITERACY CAMPAIGNS) SINCE 1951 PROVIDES BACKGROUND FOR A DESCRIPTION OF THE ADMINISTRATIVE ORGANIZATION AND INTEGRATION OF ADULT EDUCATION AND A DISCUSSION OF PRIORITIES BETWEEN ADULT AND CHILD EDUCATION, PROPOSED NATIONAL AND UNESCO-AIDED LITERACY PROJECTS, AND EXTENSION OF LITERACY AND COMMUNITY EDUCATION TO NEEDY ISOLATED AREAS. THE IMPORTANCE OF LEADERSHIP TRAINING AND OF CONTINUING EDUCATION CENTERS FOR LITERATE ADULTS, THE VALUE OF USING EXISTING INSTRUCTIONAL RESOURCES AND PERSONNEL FROM ALL LEVELS OF THE EDUCATIONAL SYSTEM TO SERVE ADULTS, AND THE NEED TO STRENGTHEN THE ADULT EDUCATION SECTION OF THE MINISTRY OF EDUCATION ARE SET FORTH. ALSO CONSIDERED IS THE VITAL ROLE OF LOCAL AND NATIONAL PANCHAYAT DEMOCRACY IN THE UNIFI-

CATION AND DEVELOPMENT OF NEPAL. SPECIFIC RECOMMENDATIONS ARE MADE ON UNIVERSITY EXTENSION, TEACHER TRAINING, AND RELATED TOPICS. (LY)

ED 014 669

AC 001 654

MOORE, PAULINE E.

A STUDY OF NORTH CAROLINA 4-H EXTENSION AGENTS' PERCEPTION OF DIFFICULTY ENCOUNTERED IN PERFORMING THEIR ROLE IN THE COMMUNITY 4-H CLUB PROGRAM.

NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EDUCATIONAL OPPORTUNITIES, *EXTENSION AGENTS, *ROLE PERCEPTION, *TASK PERFORMANCE, *YOUTH LEADERS, FOUR H CLUBS, INDIVIDUAL CHARACTERISTICS, INSERVICE EDUCATION, JOB SATISFACTION, JOB TENURE, MASTERS THESES, NORTH CAROLINA, PROGRAM ADMINISTRATION, PROGRAM EVALUATION, PROGRAM PLANNING, QUESTIONNAIRES, STAFF MEETINGS, UNITS OF STUDY (SUBJECT FIELDS), YOUTH CLUBS.

THIS STUDY WAS PART OF A LARGER RESEARCH PROJECT CONCERNED WITH NORTH CAROLINA 4-H EXTENSION AGENTS' PERCEPTION OF THEIR ROLE IN THE 4-H PROGRAM. THIS PARTICULAR STUDY DEALT WITH (1) THE DEGREE OF DIFFICULTY AGENTS ENCOUNTERED IN PERFORMANCE OF 37 TASKS APPROPRIATE TO THE 4-H AGENTS' ROLE, AND (2) TRAINING OPPORTUNITIES WHICH WOULD HELP THEM IN ACQUIRING COMPETENCE. THREE PHASES OF TASKS WERE DELINEATED--11 IN PLANNING, 16 IN EXECUTION, AND 10 IN EVALUATION. THERE WERE 215 RESPONDENTS TO MAILED QUESTIONNAIRES, COLLECTING INFORMATION ON PERSONAL DATA AND PERCEPTION OF THE AGENT ROLE. IT WAS FOUND THAT A MAJORITY OF THE AGENTS EXPERIENCED SOME DIFFICULTY IN PERFORMANCE OF EACH TASK. THE DIFFICULTIES WERE RELATED TO SUCH FACTORS AS AGE, SUBJECT AREA OF HIGHEST DEGREE EARNED, TENURE AS 4-H AGENT, FREQUENCY OF STAFF MEETINGS, AND DEGREE OF SATISFACTION IN 4-H WORK. THE MAJORITY OF AGENTS FELT THAT INSERVICE TRAINING WAS THE MOST APPROPRIATE KIND OF TRAINING FOR COMPETENCE IN THEIR TASKS. THIS WAS A MASTERS THESIS, AVAILABLE FROM NORTH CAROLINA STATE UNIVERSITY, RALEIGH, 115 PAGES. (PT)

ED 014 670

AC 001 657

TRAINING OF ADULT EDUCATION PERSONNEL. NUMBER 1--CURRENT INFORMATION SOURCES.

SYRACUSE UNIV., N.Y., ERIC CLEARINGHOUSE ON ADULT

PUB DATE DEC 67

EDRS PRICE MF-\$0.25 HC-\$1.16 27P.

DESCRIPTORS *ADULT EDUCATORS, *ANNOTATED BIBLIOGRAPHIES, *PROFESSIONAL TRAINING, *TEACHER CHARACTERISTICS, ADULT BASIC EDUCATION, ART EDUCATION, COMMUNITY DEVELOPMENT, DISADVANTAGED GROUPS, EXTENSION AGENTS, FOREIGN COUNTRIES, HOME ECONOMICS, INSTRUCTIONAL MATERIALS, LITERACY EDUCATION, PROGRAM ADMINISTRATION, RESEARCH, ROLE PERCEPTION, RURAL EXTENSION, TEACHER EVALUATION, TESTI-

NG, UNIVERSITY EXTENSION, VOCATIONAL EDUCATION, YOUTH LEADERS.

THIS ANNOTATED BIBLIOGRAPHY CONTAINS 44 INDEXED ENTRIES, ALMOST ALL WITH ABSTRACTS, ON TRAINING METHODS, EDUCATIONAL BACKGROUND, ATTITUDES, LEADERSHIP QUALITIES AND FUNCTIONS, ROLE PERCEPTION, JOB SATISFACTION, PERSONNEL POLICY, AND ORGANIZATIONAL CLIMATE AS RELATED TO THE TRAINING OF ADULT EDUCATION PERSONNEL. AMONG THE FIELDS OF ENDEAVOR DEALT WITH ARE PUBLIC SCHOOL ADULT EDUCATION, LITERACY AND ADULT BASIC EDUCATION, ART EDUCATION, HOME ECONOMICS, LEADERSHIP OF 4-H AND OTHER YOUTH GROUPS, VOCATIONAL EDUCATION, URBAN EXTENSION SERVICES TO DISADVANTAGED GROUPS, GENERAL RURAL EXTENSION, AND CONFERENCE PLANNING. (LY)

ED 014 671

AC 001 658

DELVIN, LAURENCE E. LITCHFIELD,

ANN

RESIDENTIAL PROGRAM DATA--IMPLICATIONS FOR PRACTICE. CONTINUING EDUCATION REPORT FROM THE UNIVERSITY OF CHICAGO.

CHICAGO UNIV., ILL.

REPORT NUMBER CER-16

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CONFERENCES, *PROFESSIONAL CONTINUING EDUCATION, *RESIDENTIAL CENTERS, *RESIDENTIAL PROGRAMS, COLLEGE FACULTY, CULTURAL ENRICHMENT, INSTRUCTIONAL STAFF, INTEGRATED ACTIVITIES, INTERAGENCY PLANNING, INTERDISCIPLINARY APPROACH, KELLOGG FOUNDATION, LARGE GROUP INSTRUCTION, PARTICIPANT CHARACTERISTICS, PROGRAM ADMINISTRATION, PROGRAM IMPROVEMENT COUNSELING, PROGRAM LENGTH, PROGRAM RESEARCH PROJECT OF RESIDENTIAL ADULT EDUCATION CENTERS, RESEARCH, RESOURCE STAFF ROLE, SEQUENTIAL PROGRAMS.

A PROFILE OF A TYPICAL STAFF-INFLUENCED RESIDENTIAL ACTIVITY IS CONSTRUCTED FROM DATA REPORTED IN THE PREVIOUS ISSUE OF CONTINUING EDUCATION REPORT, AND IMPLICATIONS ARE DISCUSSED. PROGRAMS HAVE BEEN IDENTIFIED AS INDEED RESIDENTIAL AND OF CONTINUING EDUCATION, PRIMARILY TO IMPROVE OCCUPATIONAL AND PROFESSIONAL COMPETENCE. WHILE MOST ACTIVITIES ORIGINATE OUTSIDE THE UNIVERSITY, CENTER PERSONNEL ASSUME MAJOR RESPONSIBILITY FOR THEIR GUIDANCE. THE UNIVERSITY'S SPECIALIZED RESOURCES, PARTICULARLY FACULTY, ARE UTILIZED. THE TREND HAS BEEN TOWARD LARGE GROUPS IN RESIDENCE. PROGRAMS, WHICH ARE ONE-TIME ACTIVITIES FOR PARTICIPANTS, ARE NOW BEING REPEATED AT RESIDENTIAL CENTERS. IT IS SUGGESTED THAT SKILLFUL PLANNING OF LARGE CONFERENCE GROUPS WILL BE NECESSARY TO ACHIEVE THE INTIMACY BETWEEN STUDENT AND TEACHER THAT IS DESIRED OF THE RESIDENTIAL EXPERIENCE. CENTER PERSONNEL NEED TO INCLUDE EXPERIMENTAL PROGRAMS IN DEVELOPING CONTINUOUS AND INTEGRATED PROGRAMS, WITH EVALUATION. THERE IS ALSO A NEED TO INCLUDE CULTURAL EDUCATION TO ACHIEVE A MORE BALANCED PROGRAM AND PROVIDE OPPORTUNITY FOR PERSONAL GROWTH. PARTI-

CIPANT COUNSELING SHOULD BE INCLUDED. A LONGITUDINAL STUDY WILL BE POSSIBLE AFTER PROGRAM DATA IS COLLECTED IN 1967. THIS DOCUMENT IS AVAILABLE FROM THE UNIVERSITY OF CHICAGO, 5835 KIMBARK AVENUE, CHICAGO, ILL. 60637. (PT)

ED 014 672

AC 001 662

SCHLESINGER, BENJAMIN

POVERTY IN CANADA AND THE UNITED STATES. OVERVIEW AND ANNOTATED BIBLIOGRAPHY.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *ECONOMIC DISADVANTAGEMENT, *POVERTY PROGRAMS, *PUBLIC POLICY, BIBLIOGRAPHIES, CANADA, COMMUNITY DEVELOPMENT, COMMUNITY INVOLVEMENT, ECONOMIC OPPORTUNITY ACT OF 1964, ECONOMICS, FAMILY LIFE, FEDERAL LEGISLATION, HISTORICAL REVIEWS, HOUSING, LAWS, MENTAL HEALTH, NATIONAL SURVEYS, PHYSICAL HEALTH, RURAL AREAS, SOCIAL SERVICES, STATISTICAL DATA, UNITED STATES, URBAN AREAS.

AN ANNOTATED BIBLIOGRAPHY INCLUDES 589 SELECTED REFERENCES IN VARIOUS AREAS RELATED TO THE MULTIDISCIPLINED APPROACH TO POVERTY. WITH THE EXCEPTION OF SOME HISTORICAL ITEMS, MATERIALS DATE FROM 1960 TO JUNE 1966 AND ARE READILY AVAILABLE. FEW UNPUBLISHED MATERIALS ARE INCLUDED. THERE ARE ABOUT EIGHT TIMES AS MANY AMERICAN REFERENCES AS CANADIAN. CATEGORIES INCLUDE MENTAL AND PHYSICAL HEALTH, LAW, HOUSING, FAMILY LIFE, RURAL AND URBAN AREAS, AND SOCIAL SERVICES. A CRITICAL OVERVIEW OF THE ATTACK ON POVERTY IN THE UNITED STATES AND A CANADIAN PROFILE OF POVERTY TOGETHER WITH THE VARIOUS ANTI-POVERTY PROGRAMS SUGGESTED BY THE CANADIAN GOVERNMENT ARE PRESENTED. THE APPENDIX CONTAINS A LIST OF 126 ARTICLES ON POVERTY FOUND IN POPULAR PERIODICALS AND A LIST OF 26 BIBLIOGRAPHIES ON POVERTY OR RELATED TOPICS. EXCEPT FOR WELL-KNOWN PUBLISHING HOUSES, A COMPLETE LIST OF ADDRESSES OF THE SOURCES OF THE MATERIAL IS GIVEN, AS WELL AS AN AUTHOR INDEX. THIS DOCUMENT IS AVAILABLE FROM THE UNIVERSITY OF TORONTO PRESS, TORONTO, CANADA. (LY)

ED 014 673

AC 001 666

DELVIN, LAURENCE E. LITCHFIELD,

ANN

RESIDENTIAL PROGRAM DATA--A STATISTICAL DESCRIPTION. CONTINUING EDUCATION REPORT FROM THE UNIVERSITY OF CHICAGO.

CHICAGO UNIV., ILL.

REPORT NUMBER CER-15

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *PARTICIPANT CHARACTERISTICS, *RESIDENTIAL CENTERS, *RESIDENTIAL PROGRAMS, *STATISTICAL DATA, *UNIVERSITIES, ADULT EDUCATION PROGRAMS, INSTRUCTIONAL STAFF, KELLOGG FOUNDATION, ORGANIZATIONS (GROUPS), PROFESSIONAL CONTINUING EDUCATION, PROGRAM ADMINISTRATION, PROGRAM CONTENT, PROGRAM LENGTH, PROGRAM PLANNING,

PROGRAM RESEARCH PROJECT OF RESIDENTIAL ADULT EDUCATION CENTERS, RESOURCE STAFF ROLE, STATISTICAL SURVEYS.

IN THE PROGRAM RESEARCH PROJECT OF RESIDENTIAL ADULT EDUCATION CENTERS, DATA WERE COLLECTED BY QUESTIONNAIRE ON 25 ASPECTS OF 1,196 STAFF-INFLUENCED ACTIVITIES CONDUCTED IN 1966 AT RESIDENTIAL CENTERS OF TEN UNIVERSITIES. DATA WERE GROUPED BY NUMBER, LENGTH, AND DISTRIBUTION OF ACTIVITIES, NATURE OF THE ACTIVITY, ORIGIN AND SPONSORSHIP, ROLE OF THE CENTER STAFF, SOURCES OF INSTRUCTION, AND CHARACTERISTICS OF PARTICIPANTS. MOST ACTIVITIES WERE FIRST-TIME CONFERENCES WITH 50 TO 75 PARTICIPANTS, LASTING FOR THREE DAYS OR LESS. PROGRAM CONTENT WAS USUALLY PROFESSIONAL OR TECHNICAL, AT A LEVEL COMPARABLE TO GRADUATE STUDY, DESIGNED TO IMPROVE THE OCCUPATIONAL COMPETENCE OF PARTICIPANTS. THE LARGEST NUMBER OF ACTIVITIES WAS ORIGINATED BY AN ORGANIZATION OUTSIDE THE UNIVERSITY. THE MAJOR CONTRIBUTION OF THE CENTER STAFF WAS GUIDING THE ACTIVITY FROM PLANNING TO FOLLOWUP. OF THE FOUR SOURCES OF INSTRUCTION IDENTIFIED, INSTRUCTION BY THE FACULTY OF THE UNIVERSITY AT WHICH THE RESIDENTIAL CENTER IS LOCATED WAS THE MOST COMMON. PARTICIPANTS WERE PRIMARILY MALE, BETWEEN THE AGES OF 36-55, COLLEGE GRADUATES, FROM THE PROFESSIONAL OR TECHNICAL OCCUPATIONAL GROUP. (THE HISTORY OF THE PROJECT AND LIMITATIONS OF THE STUDY ARE INCLUDED.) THIS DOCUMENT IS AVAILABLE FROM THE UNIVERSITY OF CHICAGO, 5835 KIMBARK AVENUE, CHICAGO, ILL. 60637. (AJ)

ED 014 674 AC 001 668

LONG, FERN
ALL ABOUT MEETINGS, A PRACTICAL GUIDE.

PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *LEADERS GUIDES, *MEETINGS, *ORGANIZATIONS (GROUPS), *PROGRAM PLANNING, CLUBS, EXHIBITS, LEADERSHIP RESPONSIBILITY, PROMOTION (PUBLICIZE), PUBLIC SPEAKING, RESOURCE MATERIALS.

THE IMPORTANCE OF THOROUGH PLANNING TO THE SUCCESS OF A MEETING IS EMPHASIZED IN THIS GUIDE. TYPES OF MEETINGS AND RESPONSIBILITIES OF PROGRAM PLANNERS (EARLY PLANNING, BUDGETING, SELECTING TOPIC, AND FINDING PROGRAM RESOURCES), SELECTING THE SPEAKER (TRANSPORTATION AND ACCOMMODATION ARRANGEMENTS, FEES, AND CONFIRMATION) ARE COVERED. METHODS OF ATTRACTING THE AUDIENCE (PROGRAM SCHEDULES, MASS MEDIA, MAILINGS, TELEPHONE, SELLING TICKETS TO ORGANIZATIONS), PHYSICAL ARRANGEMENTS AND ADVANCE PREPARATIONS (EQUIPMENT FOR THE SPEAKER, SEATING CHARTS, VENTILATION, FLAGS, AND NAME TAGS), AND EXTRA TOUCHES SUCH AS EXHIBITS TO COMPLEMENT THE PROGRAM THEME ARE DISCUSSED. OUTLINES OF TYPES OF PROGRAMS (LECTURE, DEBATE, PANEL, SYMPOSIUM, SEMINAR, WORKSHOP, CLINIC, CONFERENCE, AND CONVENTION) ARE GIVEN. THERE ARE DETAILED INSTRUCTIONS FOR ARRANGING THE SPEAKERS'

TABLE (INVITATIONS, SEATING, INTRODUCTION, AND PROTOCOL). THE DUTIES OF THE CHAIRMAN AND OF THE HOSTESSES ARE EXPLAINED. (APPENDICES INCLUDE SELECTED READINGS, EXAMPLES OF PROGRAM PLANNING INSTITUTES, LISTS OF LECTURE BUREAUS, RULES FOR DISPLAYING THE UNITED STATES FLAG AT MEETINGS, AND SAMPLES OF INVITATIONS, INTRODUCTION LISTS, WORK CHARTS OF TABLE RESERVATIONS, RECORDS OF PAYMENT, AND HOSTESS KEYS TO TABLE RESERVATIONS.) THIS DOCUMENT IS AVAILABLE FROM OCEANA PUBLICATIONS, INC., DOBBS FERRY, N.Y. (AJ)

ED 014 675 AC 001 669

WEISL, REYNA AND OTHERS
WASHINGTON OPPORTUNITIES FOR WOMEN, A GUIDE TO PART-TIME WORK AND STUDY FOR THE EDUCATED WOMAN.

WASHINGTON OPPORTUNITIES FOR WOMEN INC., WASH. D.C.
PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CAREER OPPORTUNITIES, *EDUCATIONAL OPPORTUNITIES, *FEMALES, *WOMENS EDUCATION, BUSINESS, CITY PLANNING, COMMUNICATIONS, ENGINEERING, FINE ARTS, GOVERNMENT EMPLOYEES, HEALTH OCCUPATIONS, LIBRARY SERVICES, LINGUISTICS, MATHEMATICS, PART TIME JOBS, PART TIME STUDENTS, PHYSICAL SCIENCES, PUBLIC RELATIONS, RESEARCH OPPORTUNITIES, SOCIAL SCIENCES, TEACHING, WASHINGTON, WELFARE SERVICES.

EMPLOYMENT AND CONTINUING EDUCATION OPPORTUNITIES IN WASHINGTON ARE OUTLINED FOR COLLEGE EDUCATED WOMEN WHO HAVE LESSENING FAMILY RESPONSIBILITIES AND WANT TO RETURN TO SCHOOL, DISCOVER NEW AREAS OF VOLUNTEER SERVICE, OR FIND A SUITABLE PART-TIME OR TEMPORARY JOB. PAID AND VOLUNTEER JOBS IN GOVERNMENT, THE ARTS, LANGUAGES, LIBRARIANSHIP, HEALTH AND MEDICINE, LAW, BUSINESS AND FINANCE, SOCIAL SCIENCE RESEARCH, ENGINEERING, MATHEMATICS, AND THE PHYSICAL SCIENCES, COMMUNICATIONS, URBAN PLANNING, AND ALL LEVELS OF TEACHING ARE DESCRIBED IN DEPTH. EDUCATIONAL INSTITUTIONS (ALMOST ALL IN THE WASHINGTON-BALTIMORE AREA) ARE SUGGESTED, AND SOURCES OF FINANCIAL AID, OTHER FORMS OF ADULT EDUCATION, AND ADDITIONAL INFORMATION ARE ALSO NOTED. (THE DOCUMENT INCLUDES GUIDELINES FOR PREPARING RESUMES AND FOR SETTING PERSONAL EDUCATIONAL OBJECTIVES.) THIS DOCUMENT IS AVAILABLE, FOR \$2.00, FROM ROBERT B. LUCE, INC., WASHINGTON, D.C. (AUTHOR/LY)

ED 014 676 AC 001 671

JOHNSON, ELOUISE L.
A DESCRIPTIVE SURVEY OF TEACHERS OF PRIVATE TRADE AND TECHNICAL SCHOOLS ASSOCIATED WITH THE NATIONAL ASSOCIATION OF TRADE AND TECHNICAL SCHOOLS.

GEORGE WASHINGTON UNIV., WASHINGTON, D.C.
PUB DATE 22 FEB 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *PROPRIETARY SCHOOLS, *STATE STANDARDS, *TEACH-

ER CHARACTERISTICS, *TRADE AND INDUSTRIAL TEACHERS, DOCTORAL THESESES, EDUCATIONAL BACKGROUND, ENROLLMENT, INSTRUCTIONAL AIDS, LICENSING, LITERATURE REVIEWS, NATIONAL ASSOCIATION OF TRADE AND TECHNICAL SCHOOLS, PRESERVICE EDUCATION, PROFESSIONAL ASSOCIATIONS, RESEARCH NEEDS, STATISTICAL SURVEYS, TEACHING LOAD, TEACHING METHODS, UNITS OF STUDY (SUBJECT FIELDS), WORK EXPERIENCE.

THROUGH A THREE PHASE STUDY-LITERATURE REVIEW, EXAMINATION OF STATE QUALIFICATIONS FOR TEACHERS IN PRIVATE TRADE SCHOOLS, AND A QUESTIONNAIRE SURVEY OF TEACHERS IN THE 107 MEMBERS OF THE NATIONAL ASSOCIATION OF TRADE AND TECHNICAL SCHOOLS-A PROFILE OF THE TRADE SCHOOL TEACHER WAS DRAWN. HE IS MALE, 36 TO 55 YEARS OLD, ENTERS TEACHING BY DIRECT RECRUITMENT AFTER AT LEAST EIGHT YEARS WORK EXPERIENCE, IS ACTIVE IN CURRICULUM AND TEST DEVELOPMENT, AND USES A VARIETY OF VISUAL AIDS. HE HAS TWO CLASSES OF 30 STUDENTS EACH. THE TWO-THIRDS WHO TEACH FULL TIME WORK 32 HOURS A WEEK AND SPEND SEVEN HOURS OF PERSONAL TIME IN PREPARATION. HIGH SCHOOL WAS COMPLETED BY 99 PERCENT, WHILE 62 PERCENT HAD ONE OR MORE YEARS OF COLLEGE. ONE-FOURTH ARE CURRENTLY TAKING TRADE OR TEACHING METHODS COURSES. THIRTY TEACHERS REPORTED MORE THAN 20 YEARS TEACHING EXPERIENCE, 123 MORE THAN TEN YEARS, AND 78 ONE YEAR. PRE-SERVICE TEACHER TRAINING WAS USUALLY OBTAINED THROUGH SUPERVISED TEACHING. (THE QUESTIONNAIRE WAS RETURNED BY 726 TEACHERS, REPRESENTING 40 PERCENT OF THE 1,874 TEACHERS AND 61 PERCENT OF THE SCHOOLS SURVEYED.) (DOCUMENT INCLUDES SUMMARY OF STATE STATUTES, DATA TABULATIONS, A BIBLIOGRAPHY, AND RESEARCH RECOMMENDATIONS.) THIS WAS AN ED.D. THESIS SUBMITTED TO GEORGE WASHINGTON UNIVERSITY. IT IS AVAILABLE FROM UNIVERSITY MICRO-FILMS, ANN ARBOR MICHIGAN. (AJ)

ED 014 677 AC 001 674

LEVINE, MARVIN J.
UNION RETRAINING PROGRAMS AND THE ROLE OF COLLECTIVE BARGAINING IN COMBATING CHRONIC UNEMPLOYMENT.

PUB DATE 64
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLECTIVE BARGAINING, *INDUSTRY, *LABOR EDUCATION, *LABOR UNIONS, *VOCATIONAL RETRAINING, APPRENTICESHIPS, COOPERATIVE PROGRAMS, EDUCATIONAL DISADVANTAGE, EMPLOYMENT OPPORTUNITIES, FINANCIAL SUPPORT, HISTORICAL REVIEWS, INFLANT PROGRAMS, PROGRAM DESCRIPTIONS, PROGRAM EFFECTIVENESS, PROGRAM EVALUATION, RELEASED TIME, SKILL DEVELOPMENT, TECHNOLOGICAL ADVANCEMENT.

DURING THE PAST FEW DECADES, A NUMBER OF UNIONS HAVE HELPED MEMBERS TO RETRAIN TO COPE WITH TECHNOLOGICAL CHANGE OR TO UPGRADE TRADE OR CRAFT SKILLS, AND SOME UNIONS HAVE PARTICIPATED WITH EMPLOYERS IN JOINT APPRENTICESHIP PROGRAMS AND SIMILAR EFFORTS. COLLECTIVE BARGAINING PROVISIONS FOR RETRAINING HAVE BEEN DESIGNED TO

KEEP AS MANY WORKERS AS POSSIBLE ON THE JOB, TO ASSURE THAT THESE WORKERS SHARE IN THE GAINS OF AUTOMATION, AND TO PROTECT THOSE WHO, DESPITE THE EFFORTS OF THEIR UNIONS, ARE DISPLACED BY TECHNOLOGICAL CHANGE. HOWEVER, SUCH MEASURES DO NOT SOLVE THE LONG-RANGE PROBLEMS OF PERSONS ALREADY DISPLACED, THOSE NOT YET EMPLOYED, OR WORKERS WHOSE EMPLOYMENT POTENTIAL HAS BEEN AFFECTED BY CHANGING EMPLOYMENT OR SKILL REQUIREMENTS. MOREOVER, FREQUENT INSTANCES OF LOW MOTIVATION AND INADEQUATE EDUCATION AMONG POTENTIAL TRAINEES HAVE REDUCED THE IMPACT OF MANY UNION-SPONSORED AND INDUSTRY-SPONSORED RETRAINING PROGRAMS. EXPERIENCES AT ARMOUR AND COMPANY AND SEVERAL OTHER CONCERNS IN RECENT YEARS ARE DOCUMENTED. (ALSO INCLUDED ARE 56 REFERENCES.) THIS DOCUMENT APPEARED IN LABOR LAW JOURNAL, VOLUME 11, JUNE 1964. (LY)

ED 014 678 AC 001 677
A UNIVERSITY OF THE AIR, WHITE PAPER PRESENTED TO PARLIAMENT BY THE SECRETARY OF STATE FOR EDUCATION AND SCIENCE BY COMMAND OF HER MAJESTY. (TITLE SUPPLIED).
HER MAJESTY'S STATIONERY OFFICE, LONDON (ENGLAND)
REPORT NUMBER CMND-2922
PUB DATE FEB 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADULT EDUCATION, *EDUCATIONAL RADIO, *EDUCATIONAL TELEVISION, *HIGHER EDUCATION, *PROGRAM PROPOSALS, ADMINISTRATIVE ORGANIZATION, CORRESPONDENCE COURSES, CREDITS, DEGREES (TITLES), DEVELOPING NATIONS, GREAT BRITAIN, INDIVIDUAL INSTRUCTION, INTERAGENCY COOPERATION, PROGRAM LENGTH, PUBLIC TELEVISION, RESIDENTIAL PROGRAMS, SMALL GROUP INSTRUCTION, UNITS OF STUDY (SUBJECT FIELDS), UNIVERSITY OF THE AIR, VIEWING TIME.

A UNIVERSITY OF THE AIR, DESIGNED TO PROVIDE TELEVISION AND RADIO LECTURES AND HIGH CALIBER CORRESPONDENCE COURSES REINFORCED BY RESIDENTIAL COURSES AND TUTORIALS, HAS BEEN PROPOSED FOR GREAT BRITAIN. THE SYSTEM WILL HAVE THREE PRINCIPAL AIMS- TO HELP RAISE EDUCATIONAL, CULTURAL, AND PROFESSIONAL STANDARDS GENERALLY BY MAKING RIGOROUS SCHOLARSHIP AVAILABLE TO ALL INTERESTED PARTIES, TO ENABLE STUDENTS TO PURSUE PROGRAMS OF FURTHER EDUCATION LEADING TO DEGREES AND OTHER QUALIFICATIONS, AND TO HELP TRAIN LEADERS FOR DEVELOPING NATIONS. THE SYSTEM SHOULD HAVE A WELL-STAFFED ADMINISTRATIVE CENTER AND REGIONAL CENTERS, COOPERATE WITH OTHER EDUCATIONAL BODIES, STRESS GENERALIZED DEGREE PROGRAMS WITHOUT EXCLUDING OTHER TYPES, CONDUCT REGULAR EVALUATIONS OF PROGRAMS, USE A VARIETY OF MEDIA (INCLUDING PROGRAMED INSTRUCTION), AND INCLUDE, ALONG WITH ITS CULTURAL AND BASIC COURSES, SUBJECTS OF CONTEMPORARY SOCIAL, INDUSTRIAL, AND COMMERCIAL IMPORTANCE. ALSO NEEDED WILL BE A NUCLEUS OF PRODUCTION FACILITIES, USE OF PEAK VIEWING HOURS, AND (AT THE SENIOR LEVEL) SPECIAL ACADEMIC AND

ADMINISTRATIVE PERSONNEL. A CHART OF THE PROPOSED ORGANIZATIONAL STRUCTURE IS INCLUDED. THIS WHITE PAPER WAS PRESENTED TO PARLIAMENT BY COMMAND OF HER MAJESTY, FEB 1966. IT IS AVAILABLE, FOR 9D, FROM HER MAJESTY'S STATIONERY OFFICE, LONDON, ENGLAND. (LY)

ED 014 679 AC 001 685
LONGO, ALEXANDER A. MAYO, G. DOUGLAS
COMPARISON OF CONVENTIONAL AND PROGRAMED INSTRUCTION IN TEACHING AVIONICS FUNDAMENTALS.
NAVAL PERSONNEL RES. ACTIVITY, SAN DIEGO, CALIF.
REPORT NUMBER STB-66-16
REPORT NUMBER PFO17030401
PUB DATE DEC 65
EDRS PRICE MF-\$0.25 HC-\$1.60 38P.

DESCRIPTORS *CONVENTIONAL INSTRUCTION, *ELECTRONICS, *MILITARY TRAINING, *PROGRAMED INSTRUCTION, *TIME FACTORS (LEARNING), ANALYSIS OF VARIANCE, CONSTRUCTED RESPONSE, ENLISTED MEN, EVALUATION, EXPERIMENTAL GROUPS, MULTIPLE CHOICE TESTS, PERFORMANCE, PROGRAMED TEXTS, STATISTICAL DATA, TEST RESULTS, TESTING, TRAINING OBJECTIVES, U.S. NAVY.

THIS STUDY, PART OF A SERIES INVOLVING A VARIETY OF COURSE CONTENT AND TRAINING CONDITIONS, COMPARED PROGRAMED INSTRUCTION WITH CONVENTIONAL INSTRUCTION TO GAIN INFORMATION ABOUT THE GENERAL UTILITY OF PROGRAMED METHODS. THE PERFORMANCE OF 200 NAVY TRAINEES TAKING 26 HOURS OF CONVENTIONAL INSTRUCTION IN ELECTRICAL CALCULATIONS, DIRECT CURRENT CIRCUITS, AND DIRECT CURRENT METERS WAS COMPARED WITH THAT OF 200 TRAINEES TAKING 19 HOURS OF PROGRAMED INSTRUCTION ON THE SAME CONTENT. RESULTS INDICATED THE FOLLOWING-(1) THE BASIC ELECTRONICS STUDENTS LEARNED A RELATIVELY LARGE BLOCK OF PROGRAMED MATERIAL TO ABOUT THE SAME DEGREE BUT IN MUCH LESS TIME THAN WAS REQUIRED BY CONVENTIONAL INSTRUCTION-(2) THE CONSTRUCTED RESPONSE EXAMINATION, PREPARED FOR PROGRAMED INSTRUCTION PURPOSES, WAS SATISFACTORILY RELIABLE-(3) THE CONVENTIONAL AND PROGRAMED INSTRUCTION GROUPS DID NOT DIFFER SIGNIFICANTLY IN PERFORMANCE-(4) THE "90/90 PERFORMANCE LEVEL" OF PROGRAMED MATERIAL DECREASED AS A FUNCTION OF THE AMOUNT OF MATERIAL TESTED AT A GIVEN TIME. (THE DOCUMENT INCLUDES TWO REFERENCES, TABLES AND APPENDICES, AND A DISTRIBUTION LIST.) (AUTHOR/ LY)

ED 014 680 AC 001 693
OTTO, WAYNE FORD, DAVID
TEACHING ADULTS TO READ.
PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADULT CHARACTERISTICS, *FUNCTIONAL ILLITERACY, *INSTRUCTIONAL MATERIALS, *LITERACY EDUCATION, *TEACHING TECHNIQUES, ADULT LEARNING, AGE DIFFERENCES, CLASSROOM TECHNIQUES, FAMILY INVOLVEMENT, FINANCIAL PROBLEMS, FUNCTIONAL READING, GRADE 4, ILLITERATE ADULTS, READING MATERIAL SELECTION, READING MATERIALS, SOCIAL PROBLEMS, SUPPLEMENTARY

READING MATERIALS, TESTING, TESTS, WORD STUDY SKILLS.

THIS GUIDE PRESENTS A VARIETY OF MATERIALS, METHODS, AND IDEAS FOR TEACHING FUNCTIONALLY ILLITERATE ADULTS (WITH LESS THAN GRADE 4 READING ABILITY). EMPHASIS IS PLACED ON HELPING ADULTS TO READ INDEPENDENTLY AND TO ATTAIN A LEVEL OF SKILL SUFFICIENT FOR EVERYDAY READING TASKS. THE FIRST THREE CHAPTERS DEAL WITH THE NATURE OF THE PROBLEM OF ILLITERACY AND MARGINAL ILLITERACY, THE ECONOMIC, DOMESTIC, SOCIAL, AND PSYCHOLOGICAL PROBLEMS THAT ARISE WHEN ADULTS RETURN TO SCHOOL, AND GENERAL CHARACTERISTICS OF ADULT LEARNERS. CHAPTER 4 IS LARGELY DEVOTED TO 24 BASIC READING SYSTEMS ACCOMPANIED BY DETAILED CHECK LISTS, WITH SELECTED SUPPLEMENTARY MATERIALS ALSO DISCUSSED. THE FINAL CHAPTER REVIEWS THE SEQUENTIAL DEVELOPMENT OF READING SKILLS, READING INVENTORIES AND STANDARDIZED TESTS, THE MOTIVATING OF STUDENTS, CLASSROOM MANAGEMENT, LESSON PLANNING, AND OTHER FACETS OF PROGRAM IMPLEMENTATION. (THE DOCUMENT INCLUDES CHAPTER REFERENCES, TABLES, ADDRESSES OF PUBLISHERS, AND A GENERAL INDEX.) THIS DOCUMENT IS AVAILABLE FROM THE HOUGHTON MIFFLIN COMPANY, BOSTON, MASS. (LY)

ED 014 681 AC 001 702

LOEWENBERG, BERT J.
SARAH LAWRENCE COLLEGE CENTER FOR CONTINUING EDUCATION AND COMMUNITY STUDIES. WORK IN PROGRESS REPORT III, DECEMBER, 1964-SEPTEMBER 1966.
SARAH LAWRENCE COLL., BRONXVILLE, N.Y.

PUB DATE SEP 66
EDRS PRICE MF-\$0.25 HC-\$1.52 38P.

DESCRIPTORS *DEGREES (TITLES), *WOMENS EDUCATION, COMMUNITY STUDY, DROPOUTS, ENROLLMENT, GRADUATE STUDY, GUIDANCE COUNSELING, INDEPENDENT STUDY, LIBERAL ARTS, LIBRARY SCIENCE, MASTERS DEGREES, NEW YORK UNIVERSITY, PART TIME STUDENTS, PARTICIPANT CHARACTERISTICS, PRATT INSTITUTE, SARAH LAWRENCE COLLEGE, SOCIAL WORK, STATISTICAL DATA, TEACHING, UNDERGRADUATE STUDY.

GRANTS FROM THE CARNEGIE CORPORATION HAVE ENABLED SARAH LAWRENCE COLLEGE CENTER FOR CONTINUING EDUCATION AND COMMUNITY STUDIES TO ESTABLISH A FLEXIBLE PROGRAM FOR WOMEN WHO WISH TO STUDY PART TIME TOWARD UNDERGRADUATE AND GRADUATE DEGREES AFTER BEING OUT OF SCHOOL FOR SEVERAL YEARS. PARTICIPANTS ARE CHOSEN BY INTERVIEW AFTER COMPLETING AN APPLICATION FORM AND PRESENTING TRANSCRIPTS. NO TESTS ARE USED. THROUGH COUNSELING, WOMEN ARE HELPED TO SELECT THE PROGRAM BEST SUITED TO THEIR GOALS. AT SARAH LAWRENCE OR ELSEWHERE. THE CENTER'S UNDERGRADUATE COURSES CARRY FIVE HOURS CREDIT, MEET ONCE A WEEK, AND REQUIRE 15 HOURS OF OUTSIDE WORK. EACH STUDENT HAS A BIWEEKLY TUTORIAL CONFERENCE. AFTER FOUR SEMESTER COURSES STUDENTS MAY BE ACCEPTED IN THE GENERAL COLLEGE PROGRAM. GRADUATE PROGRAMS ARE OFFERED AT SARAH LAWRENCE IN LIBERAL ARTS AND COLLEGE LEVEL TEACHING. IN COOPERATION WITH NEW

YORK UNIVERSITY, THE CENTER HAS ESTABLISHED PART TIME MASTER'S PROGRAMS IN ELEMENTARY EDUCATION AND IN SOCIAL WORK, AND WITH PRATT INSTITUTE, IN LIBRARY SCIENCE. IN INDEPENDENT CONFERENCE STUDY AND THE INSTITUTE FOR COMMUNITY STUDIES, WOMEN CAN STUDY COMMUNITY PROBLEMS WHILE PROVIDING SUCH COMMUNITY SERVICES AS TUTORIAL PROGRAMS FOR UNDERACHIEVING CHILDREN. (DOCUMENT INCLUDES SEVEN CHARTS.) (AJ)

ED 014 682

AC 001 714

CRAVEN, RUBY M.
FACTORS ASSOCIATED WITH PROGRAM LEADERSHIP OF THE STATE LEADER OF HOME ECONOMICS EXTENSION.
REPORT NUMBER 64-3208

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *EXTENSION AGENTS, *HOME ECONOMICS EDUCATION, *LEADER PARTICIPATION, *LEADERSHIP RESPONSIBILITY, *ROLE PERCEPTION, ADMINISTRATOR ATTITUDES, ADMINISTRATOR BACKGROUND, COOPERATIVE EXTENSION SERVICE, DOCTORAL THESES, FINANCIAL POLICY, PERSONAL RELATIONSHIP, PROGRAM DEVELOPMENT, PROGRAM EVALUATION, PROGRAM PLANNING, SPECIALISTS, SUPERVISORS.

THE RATIONALE OF THIS STUDY, UNDERTAKEN TO INCREASE UNDERSTANDING OF THE PROGRAM RESPONSIBILITIES OF THE STATE LEADER OF HOME ECONOMICS EXTENSION, IS THE ASSUMPTION THAT LEADERSHIP IS FACILITATED—(1) WHEN ACTUAL PERFORMANCE AND ROLE EXPECTATIONS OF THE STATE LEADER ARE CLEARLY DEFINED AND AGREED UPON BY THREE POSITION GROUPS (HOME ECONOMICS SPECIALISTS, ADMINISTRATORS, AND SUPERVISORS) AND (2) WHEN THE STATE LEADER INFLUENCES THE ACTIVITIES OF THE EXTENSION SERVICE. A QUESTIONNAIRE WAS COMPLETED BY 53 ADMINISTRATORS, 73 SUPERVISORS, AND 72 SPECIALISTS IN EIGHT SOUTHERN AND NORTH CENTRAL STATES TO DETERMINE ACTUAL AND IDEAL PARTICIPATION OF THE STATE LEADER IN FOUR PROGRAM AREAS—POLICIES AND OBJECTIVES, EXECUTION, DETERMINATION, AND EVALUATION—AND TO DEFINE RELATIONSHIPS, IF ANY, BETWEEN BACKGROUND FACTORS AND PROGRAM LEADERSHIP. RESPONDENTS IN FOUR STATES WERE ALSO INTERVIEWED. ALL GROUPS EXPECTED MORE LEADERSHIP THAN WAS PROVIDED. DEGREE OF PROGRAM LEADERSHIP WAS ASSOCIATED WITH PERCEIVED RESPONSIBILITY FOR PROGRAM, PERSONNEL, AND USE OF FUNDS, AND WITH FREQUENCY OF CONTACT WITH THE STATE LEADER. SUPERVISORS DESIRED LESS INCREASED PARTICIPATION OF THE STATE LEADER IN PROGRAM ACTIVITIES THAN DID ADMINISTRATORS AND SPECIALISTS. THIS DOCUMENT IS AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICH., ORDER NO. 64-3208, MICROFILM \$4.85, XEROGRAPHY \$17.10, 378 PAGES. (AUTHOR/AJ)

ED 014 683

AC 001 715:

HEILIG, HARLANDE.
THE APPLICATION BLANK AS A PREDICTIVE INSTRUMENT FOR THE SELECTION OF PART-TIME TEACHERS IN AN EVENING COLLEGE.
REPORT NUMBER 64-1228

PUB DATE 63

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EVENING COLLEGES, *PART TIME TEACHERS, *PREDICTIVE MEASUREMENT, *TEACHER CHARACTERISTICS, *TEACHING QUALITY, AGE, COLLEGE FACULTY, COMPOSITION (LITERARY), DOCTORAL THESES, EDUCATIONAL BACKGROUND, GROUP MEMBERSHIP, JOB APPLICATION, MARITAL STATUS, MILITARY TRAINING, PROFESSIONAL ASSOCIATIONS, SEX DIFFERENCES, TEACHER EVALUATION, TEACHER EXPERIENCE, TEACHER SELECTION.

THE CORRELATION BETWEEN APPLICATION BLANK DATA AND TEACHING SUCCESS WAS INVESTIGATED, USING A SAMPLE OF 272 PART-TIME EVENING COLLEGE TEACHERS DURING THE SCHOOL YEAR 1960-61. THE CRITERION WAS THE DEPARTMENT CHAIRMAN'S JUDGMENT OF TEACHING SUCCESS. THE PREDICTORS WERE DATA FROM APPLICATION BLANKS FOR THE STAFF AS A WHOLE AND FOR TEN DEPARTMENTS INDIVIDUALLY. CHARACTERISTICS RELATED TO TEACHING SUCCESS FOR THE STAFF AS A WHOLE WERE TEACHING EXPERIENCE, MILITARY RANK, GRADUATE DEGREE STATUS, PROFESSIONAL GROUP AFFILIATIONS, NUMBER OF COLLEGE DEGREES, AND ATTENDANCE AT UNDERGRADUATE COLLEGE AWAY FROM THE SECONDARY SCHOOL COMMUNITY. AGE WHEN HIRED, TEACHING EXPERIENCE, PROFESSIONAL SOCIETY MEMBERSHIP, PUBLICATION, AND MILITARY RANK WERE THE MOST FREQUENTLY OCCURRING PREDICTORS OF SUCCESS IN INDIVIDUAL DEPARTMENTS, ALTHOUGH THE SIGN OF CORRELATION DIFFERED AMONG DEPARTMENTS. IT WAS CONCLUDED THAT—(1) THERE WERE SPECIFIC CHARACTERISTICS FOR INDIVIDUAL DEPARTMENTS, (2) THE MORE SUCCESSFUL TEACHERS WERE MORE ALIKE IN ALL CHARACTERISTICS THAN WERE THE LESS SUCCESSFUL, (3) CHARACTERISTICS ACCEPTED AS PREDICTORS OF TEACHING EFFECTIVENESS DID NOT APPLY IN SOME DEPARTMENTS, AND (4) EACH DEPARTMENT CHAIRMAN SHOULD SELECT HIS OWN PART-TIME TEACHERS. THE DOCUMENT IS AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICHIGAN, ORDER NO. 64-1228, MICROFILM \$2.75, XEROGRAPHY \$8.20, 177 PAGES. (AUTHOR/AJ)

ED 014 684

AC 001 716

BREITENFELD, FREDERICK, JR.
AN ANALYSIS OF THE ROLE OF PRINCIPAL PHILOSOPHIES OF ADULT EDUCATION IN EDUCATIONAL TELEVISION PROGRAMMING FOR ADULTS.

REPORT NUMBER 64-5644

PUB DATE 63

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EDUCATIONAL PHILOSOPHY, *EDUCATIONAL TELEVISION, *PROGRAM PLANNING, *TELEVISION VIEWING, ADULT EDUCATORS, CHANGE AGENTS, COMMERCIAL TELEVISION, COMMUNITY BENEFITS, COMMUNITY LEADERS, CULTURAL ENRICHMENT, GENERAL EDUCATION, PROGRAM ATTITUDES, PROGRAM DESIGN, PROGRAMING, PUBLIC TELEVISION.

ASSUMING EDUCATIONAL TELEVISION TO BE A FORM OF LIBERAL ADULT EDUCATION, ITS PROGRAMING, PRESENT AND POTENTIAL AUDIENCES, AND THE ATTITUDES OF VARIOUS PUBLICS TOWARD IT WERE INVESTIGATED. TWO VIEWS TOWARD LIBERAL ADULT EDUCATION WERE RECOGNIZED. THE TRADITIONALIST ARGUES THAT CONTENT TRAN-

SCENDS METHOD, THAT THE GOAL OF LIBERAL ADULT EDUCATION IS INDIVIDUAL CHANGE, THAT THE AUDIENCE FOR CONTINUING EDUCATION IS LIMITED TO INTELLECTUALLY CURIOUS COMMUNITY LEADERS, AND THAT THE RESULT IS AN IMPROVED COMMUNITY. THE MODERNIST CONTENTS THAT METHOD CAN BE EDUCATIVE IN ITSELF. THE GOAL OF LIBERAL ADULT EDUCATION IS OFTEN COMMUNITY BETTERMENT. THE AUDIENCE FOR CONTINUING EDUCATION IS THE ENTIRE POPULACE, AND THE RESULT IS A GROUP OF IMPROVED INDIVIDUALS. PROGRAMING RATIONALE APPEARS TO BE OF THE MODERNIST CAMP, BUT THE DESIGN OF MOST PROGRAMS FOLLOWS THE TRADITIONALIST VIEW. EDUCATIONAL TELEVISION REACHES COMMUNITY LEADERS WHO ARE NOT AVID GENERAL TELEVISION FANS. THE TRADITIONALIST CONSIDERS THIS RIGHT. THE MODERNIST ARGUES THAT EDUCATIONAL TELEVISION SHOULD COMPETE WITH COMMERCIAL STATIONS FOR AUDIENCES IN ORDER TO EXPOSE THOSE WHO NEED IT TO CULTURAL ENRICHMENT. THE DOCUMENT IS AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICHIGAN, ORDER NO. 64-5644, MICROFILM \$2.95, XEROGRAPHY \$10.35, 228 PAGES. (AUTHOR/AJ)

ED 014 685

AC 001 722

RANDALL, CLARENCE B.
THE EXECUTIVE AND EDUCATION.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.76 17P.

DESCRIPTORS *BUSINESS, *INDUSTRY, *MANAGEMENT EDUCATION, ACTIVITY LEARNING, COMMUNITY INVOLVEMENT, CONTINUOUS LEARNING, GRADUATE STUDY, HIGHER EDUCATION, INPLANT PROGRAMS, LANGUAGE SKILLS, LIBERAL ARTS.

HIGHER EDUCATION HAS THREE OBJECTIVES—TO TEACH THE STUDENT ABOUT HIMSELF, TO PREPARE HIM TO LIVE A WORTHY LIFE, AND TO PREPARE HIM TO EARN A LIVING. TO MEET THESE GOALS, THE INDUSTRIAL EXECUTIVE'S SPECIALIZED TRAINING IS SUPERIMPOSED ON A BROAD GENERAL EDUCATION WHICH PROVIDES HIM WITH HIS MOST IMPORTANT SKILLS, THE ABILITIES TO SPEAK AND WRITE THE ENGLISH LANGUAGE WITH CLARITY AND FORCE AND TO COMMUNICATE IN ANOTHER LANGUAGE. GRADUATE TRAINING IN BUSINESS ADMINISTRATION IS DESIRABLE BUT NOT INDISPENSIBLE. TO INTRODUCE THE YOUNG MAN TO EVERY PHASE OF THE COMPANY'S OPERATION AND TO HELP HIM KNOW ITS PEOPLE, MOST CORPORATIONS OFFER IN-COMPANY TRAINING. THE EXECUTIVE MUST CONTINUE SELF-EDUCATION THROUGHOUT HIS LIFE THROUGH READING AND INVOLVEMENT IN COMMUNITY ACTIVITIES. MANY CORPORATIONS PROVIDE FORMAL STUDY PROGRAMS FOR MANAGEMENT IN COOPERATION WITH UNIVERSITIES. THE EXECUTIVE ALSO HAS A RESPONSIBILITY TO SUPPORT AND IMPROVE EDUCATION AT ALL LEVELS, PARTICULARLY IN HIS OWN COMMUNITY, AND TO HELP IN THE TRAINING OF FUTURE EXECUTIVES BY OCCASIONALLY LECTURING TO A COLLEGE CLASS AND ANSWERING STUDENTS' QUESTIONS. EDUCATION AND BUSINESS CANNOT BE SEPARATED. THIS DOCUMENT IS CHAPTER THREE IN THE EXECUTIVE IN TRANSITION, AVAILABLE FROM THE MCGRAW-HILL BOOK COMPANY, NEW YORK. (AJ)

ED 014 686

AC 001 726

MANPOWER RESEARCH PROJECTS SPONSORED BY THE U.S. DEPARTMENT OF LABOR, MANPOWER ADMINISTRATION, THROUGH JUNE 30, 1967.

MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C.

PUB DATE SEP 67

EDRS PRICE MF-\$1.00 HC-\$8.28 205P.

DESCRIPTORS *EMPLOYMENT PATTERNS, *MANPOWER DEVELOPMENT, *MANPOWER UTILIZATION, *RESEARCH PROJECTS, *UNEMPLOYMENT, CONTRACTS, DOCTORAL DEGREES, EMPLOYMENT OPPORTUNITIES, FEDERAL LEGISLATION, FEMALES, FINANCIAL POLICY, GEOGRAPHIC REGIONS, GRANTS, JOB TRAINING, LABOR MARKET, MANPOWER ADMINISTRATION, MIGRANT WORKERS, MINORITY GROUPS, PRIVATE AGENCIES, PROGRAM EVALUATION, RESEARCH PROPOSALS, RURAL AREAS, TECHNOLOGICAL ADVANCEMENT, U.S. DEPT. OF LABOR, UNIVERSITIES, VOCATIONAL COUNSELING, VOCATIONAL EDUCATION.

THE FIFTH ANNUAL CATALOG OF CONTRACT AND GRANT RESEARCH UNDER THE MANPOWER ADMINISTRATION OF THE DEPARTMENT OF LABOR DESCRIBES PROJECTS CONCERNED WITH THE IMPACT OF TECHNOLOGICAL CHANGE, ADEQUACY OF JOB PREPARATION, UNEMPLOYMENT OF THE YOUNG, THE NON-WHITE, AND OTHER SPECIAL GROUPS, AND THE WASTE OF HUMAN RESOURCES IN RURAL AREAS. THE INVESTIGATORS REPRESENT ALL THE MAJOR SOCIAL SCIENCE DISCIPLINES. MOST OF THEM ARE AFFILIATED WITH UNIVERSITIES, OR OTHER GOVERNMENT AGENCIES, ALTHOUGH A FEW WORK FOR PRIVATE RESEARCH AGENCIES. THE MOST AMBITIOUS PROJECTS ARE CONDUCTED UNDER CONTRACTS. SMALLER PROJECTS ARE SPONSORED UNDER THREE PROGRAMS OF RESEARCH GRANTS DESIGNED TO STRENGTHEN MANPOWER EFFORTS IN COLLEGES AND UNIVERSITIES AND TO STIMULATE THE STUDY OF MANPOWER PROBLEMS BY INDIVIDUALS. RESEARCH ACTIVE IN FISCAL YEAR 1967 IS GROUPED BY: (1) CONTRACTS FOR OFFICE OF MANPOWER POLICY, EVALUATION, AND RESEARCH, (2) INSTITUTIONAL GRANTS, (3) GRANTS FOR DOCTORAL DISSERTATIONS AND (4) FOR RESEARCH PROJECTS, AND (5) CONTRACTS FOR BUREAU OF WORK PROGRAMS. THERE IS A SELECTED LIST OF 114 COMPLETED PROJECTS. APPENDICES INCLUDE DEPOSITORY LOCATIONS FOR REPORTS AND GUIDELINES FOR SUBMISSION OF CONTRACT RESEARCH PROPOSALS AND FOR APPLICATION FOR GRANTS IN SUPPORT OF DOCTORAL DISSERTATIONS AND RESEARCH PROJECTS. (LY)

ED 014 687

AC 001 727

SMITH, MAX S. AND OTHERS

THE HIGH SCHOOL COMPLETION PROGRAM FOR ADULTS AND OUT-OF-SCHOOL YOUTH. MICHIGAN ST. DEPT. OF PUBLIC INSTR., LANSING

REPORT NUMBER MSDPI-BULL-370

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$1.44 34P.

DESCRIPTORS *ADULT STUDENTS, *CONTINUATION HIGH SCHOOLS, *OUT OF SCHOOL YOUTH, *PUBLIC SCHOOL ADULT EDUCATION, *STUDENT CERTIFICATION, ACCREDITATION (INSTITUTIONS), ACHIEVEMENT TESTS, ADMISSION CRITERIA, CORRESPONDENCE STUDY, DROPOUTS, EDUCATIONAL OPPORTUNITIES, FACILITIES, FINANCIAL POLICY, GED, GUIDANCE COUNSELING, MICHIGAN, PRI-

VATE SCHOOLS, STATISTICAL DATA, STUDENT COSTS, TEACHER QUALIFICATIONS, TESTS OF GENERAL EDUCATIONAL DEVELOPMENT, UNITS OF STUDY (SUBJECT FIELDS), VOCATIONAL SCHOOLS.

DETAILED RECOMMENDATIONS ARE GIVEN FOR A PROGRAM OF HIGH SCHOOL COMPLETION STUDIES FOR ADULTS AND TEENAGERS IN MICHIGAN. THE BACKGROUND AND THE CAUSES AND EFFECTS OF THE DROPOUT PROBLEM ARE REVIEWED, AND THE OPPORTUNITIES AND PROBLEMS (PRINCIPALLY ACCREDITATION AND FINANCIAL POLICY) PRESENTED BY EXISTING PROGRAMS IN MICHIGAN AND CERTAIN OTHER STATES ARE DISCUSSED. CURRICULUM OBJECTIVES (ACQUISITION OF ACADEMIC KNOWLEDGE AND VIABLE JOB SKILLS), TEACHER QUALIFICATIONS AND FUNCTIONS, FINANCIAL RESPONSIBILITY, AND RELATIONSHIP TO THE TOTAL PUBLIC SCHOOL PROGRAM ARE OUTLINED. FINALLY, POLICY SUGGESTIONS ARE LAID DOWN CONCERNING STUDENT ELIGIBILITY, EQUIVALENCY TESTING, GREATER ALLOWANCE FOR PREVIOUS CREDITS AND WORK EXPERIENCE, ISSUANCE OF DIPLOMAS, COUNSELING SERVICES, ADMINISTRATION AND FUNDING, AND OTHER ASPECTS OF PROGRAM IMPLEMENTATION. (INCLUDED ARE TEN REFERENCES AND APPENDICES ON EQUIVALENCY AND ACHIEVEMENT TESTS.) (LY)

ED 014 688

AL 000 246

LIEBERMAN, D. AND OTHERS

SPECIFICATION AND UTILIZATION OF A TRANSFORMATIONAL GRAMMAR.

INTERNATIONAL BUSINESS MACHINES CORP.

REPORT NUMBER IBM-RC-SR-1

AIR FORCE CAMBRIDGE RESEARCH LABS, BEDFORD, MASS.

REPORT NUMBER AFCRL-66-270

REPORT NUMBER AD-635-520

PUB DATE MAR 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMPUTATIONAL LINGUISTICS, *GRAMMAR, *LINGUISTICS, *RESEARCH PROJECTS, *TRANSFORMATION THEORY (LANGUAGE), COMPUTERS, DATA PROCESSING, ENGLISH, IBM CORE GRAMMAR, LISP 1.5, PHRASE STRUCTURE, SNOBOL, TESTS.

SCIENTIFIC REPORT NO. 1 OF THIS PROJECT CONTAINS FOUR PARTS. THE FIRST, BY P. ROSENBAUM AND D. LOCHAK, PRESENTS AND EXPLAINS THE "IBM CORE GRAMMAR OF ENGLISH" AND GIVES A SET OF 66 DERIVATIONS CONSTRUCTED IN TERMS OF THE CORE GRAMMAR. PART II, "DESIGN OF A GRAMMAR TESTER" BY D. LIEBERMAN, SUMMARIZES THE DESIGN CONSIDERATIONS OF THE TESTER AND PRESENTS A SET OF TENTATIVE INPUT, OUTPUT, AND CONTROL FORMATS. "PROGRAMMING OF THE GRAMMAR TESTER" BY F. BLAIR, PART III, DESCRIBES THE IMPLEMENTATION OF A PROCESS FOR COMPILING AND UPDATING TRANSFORMATIONAL GRAMMARS AND A PROCESS FOR TESTING SUCH GRAMMARS. BOTH PROCESSES ARE WRITTEN IN LISP 1.5. PART IV BY D. LIEBERMAN AND D. LOCHAK IS ENTITLED "COMPUTER SUPPORT FOR LEXICON DEVELOPMENT AND USE." A PROGRAM PACKAGE (PROGRAMMED IN SNOBOL) IS DESCRIBED WHICH FACILITATES THE COMPILATION, MODIFICATION, SCANNING, AND OTHER CLERICAL PROCESSES NECESSARY FOR THE DEVELOPMENT OF A LEXICON TO BE USED IN A TRANSFORMATIONAL GRAMMAR. THE "FINAL REPORT" OF THIS RESEARCH PROJECT IS DESCRIBED IN ED 010 874. THIS SCIENTIFIC REPORT IS AVAILABLE

FOR \$3.00 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151 AS AD 635 520. (JD)

ED 014 689

AL 000 597

BIDWELL, CHARLES E.

OUTLINE OF BIELORUSSIAN MORPHOLOGY. PITTSBURGH UNIV., PA.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$2.28 55P.

DESCRIPTORS *BIELORUSSIAN, *MORPHOLOGY (LANGUAGES), *MORPHOPHONEMICS, ADJECTIVES, GRAMMAR, NOMINALS, NUMBERS, PHONEMES, PHONETIC TRANSCRIPTION, PHONOLOGY, PRONOUNS, SLAVIC LANGUAGES, STRUCTURAL ANALYSIS, VERBS.

THIS STRUCTURALLY-ORIENTED OUTLINE OF BIELORUSSIAN PHONOLOGY AND MORPHOLOGY IS ONE OF THE VERY FEW DESCRIPTIVE LINGUISTIC WORKS ON BIELORUSSIAN WRITTEN IN A WESTERN LANGUAGE. THE AUTHOR INCLUDES SECTIONS ON: (1) THE PHONOLOGY AND WRITING SYSTEM, (2) MORPHOPHONEMIC ALTERNATIONS, (3) NOUNS, (4) ADJECTIVES, (5) PRONOUNS, (6) NUMERALS, AND (7) VERB STEM CLASSES. ALTHOUGH BIELORUSSIAN IS WRITTEN IN CYRILLIC ALPHABET, THE AUTHOR USES A "QUASI-PHONEMIC" TRANSCRIPTION FOR HIS ANALYSIS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE AUTHOR, UNIVERSITY OF PITTSBURGH, PITTSBURGH, PA. 15213. (JD)

ED 014 690

48

AL 000 656

ANTHONY, EDWARD M. AND OTHERS

FOUNDATIONS OF THAI BOOK I, PART 1.

REPORT NUMBER BR-5-1287-BK-1-PT-1

PUB DATE 67

CONTRACT OEC-5-14-049

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AUDIOLINGUAL METHODS, *LANGUAGE INSTRUCTION, *PATTERN DRILLS (LANGUAGE), *THAI, AUDIOLINGUAL SKILLS, BANGKOK DIALECT, CONTRASTIVE LINGUISTICS, CULTURAL CONTEXT, ORTHOGRAPHIC SYMBOLS, PHONETIC TRANSCRIPTION, TAPE RECORDINGS, WRITING EXERCISES.

THIS BEGINNING TEXT PRESENTS THE ESSENTIALS OF THAI PRONUNCIATION AND GRAMMAR IN A FORMAT GEARED TO REGULAR COLLEGE LANGUAGE COURSE SCHEDULING. THE COURSE CONSISTS OF TWO VOLUMES, BOOK I, PART 1 (LESSONS 1-14) AND BOOK I, PART 2 (LESSONS 15-25), PROVIDING MATERIAL FOR TWO UNIVERSITY SEMESTERS OF CLASSROOM AND LABORATORY WORK. BASED ON A CONTRASTIVE ANALYSIS OF ENGLISH AND THAI, AND DESIGNED FOR USE WITH AURAL-ORAL TEACHING METHODS, THE LESSONS CONSIST OF SECTIONS ON PRONUNCIATION, GRAMMAR, AND VOCABULARY, AND A DIALOG AND SUMMARY. THE THAI MATERIALS ARE TRANSCRIBED IN A PHONEMIC "LEARNERS' ALPHABET" AND LESSONS 8 TO 25 INCLUDE SHORT SECTIONS ON TRADITIONAL THAI CALLIGRAPHY. ACCOMPANYING TAPES WERE DEVELOPED TO PROVIDE EXTENSIVE DRILLS IN PRONUNCIATION. IF THE TEXT IS USED WITHOUT THESE TAPES THE TEACHER MAY CONSTRUCT SIMILAR DRILLS ON THE MODEL OF THE EXAMPLES PROVIDED IN THE TEXT. AT THE TIME THIS TWO-VOLUME TEXT WAS WRITTEN, THE AUTHORS (EDWARD M. ANTHONY, DEBORAH P. FRENCH, AND UDOM WAROTAMASIKKHADIT) WERE AT THE UNIVERSITY OF PITTSBURGH, PITTSBURGH, PA. 15213. (JD)

ED 014 691 48 AL 000 657

ANTHONY, EDWARD M. AND OTHERS
FOUNDATIONS OF THAI BOOK I, PART 2.
REPORT NUMBER BR-5-1287-BK-1-PT-2
PUB DATE 67

CONTRACT OEC-5-14-049

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AUDIOLINGUAL SKILLS.
*LANGUAGE INSTRUCTION, *PATTERN
DRILLS (LANGUAGE), *THAI, BANGKOK
DIALECT, READING MATERIALS, WRIT-
ING EXERCISES,

BOOK I, PART 2 CONTAINS LESSONS 15
TO 25 AND REVIEW LESSONS OF THE IN-
TRODUCTION THAI COURSE "FOUNDA-
TIONS OF THAI" AS IN BOOK I, PART 1,
AUDIO-LINGUAL SKILLS ARE EMPHA-
SIZED AND EXTENSIVE USE IS MADE OF
ORAL PATTERN DRILLS. THE SAME FOR-
MAT IS FOLLOWED IN BOTH VOLUMES,
WITH INCREASING USE OF THE THAI AL-
PHABET IN PART 2. THE AUTHORS' AD-
DRESS IS GIVEN AS UNIVERSITY OF
PITTSBURGH, PITTSBURGH, PA. 15213. (JD)

DENT TO EXPOSITORY WRITING. THE
GENERAL FORMAT FOLLOWS THE FIRST
READER, "SELECTIONS FROM THE MOD-
ERN NOVEL AND SHORT STORY," WITH
GRAMMATICAL NOTES AND EXPRES-
SIONS FOLLOWING EACH SELECTION.
THE CONTENTS ARE GROUPED BY
THEME--(1) ARABIC CULTURE, (2) ARAB
NATIONALISM, AND (3) ISLAM IN THE
WORLD TODAY. BRIEF BIOGRAPHICAL
SKETCHES OF EACH AUTHOR, AND AN AR-
ABIC-ENGLISH GLOSSARY ARE APPEN-
DED. THIS READER IS AVAILABLE FROM
THE BOOK DEPARTMENT, ASUC STORE,
UNIVERSITY OF CALIFORNIA, BERKE-
LEY, CALIFORNIA 94720. (AMM)

ED 014 694 48 AL 000 713

LEHTINEN, MERI SEBEOK, THOMAS A.
BASIC COURSE IN FINNISH. URALIC AND
ALTAIC SERIES, VOLUME 27.

INDIANA UNIV., BLOOMINGTON

REPORT NUMBER P-57

REPORT NUMBER NDEA-VI-196

PUB DATE 63

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *FINNISH, *INSTRUC-
TIONAL MATERIALS, *LANGUAGE IN-
STRUCTION, AUDIOLINGUAL METHODS,
AUDIOLINGUAL SKILLS, CULTURAL CON-
TEXT, FINLAND, GLOSSARIES, GRAMMAR,
PATTERN DRILLS (LANGUAGE), PHONO-
LOGY, SPEECH SKILLS,

THIS TEXTBOOK IS INTENDED AS AN IN-
TENSIVE FIRST-YEAR FINNISH COURSE
ON THE ADULT LEVEL. THE INTRODU-
CTION PROVIDES AN EXPLANATION OF
THE AURAL-ORAL APPROACH USED IN
THE COURSE AS WELL AS AN EXPLANA-
TION OF THE SOUND SYSTEM OF FINNISH
AND SUGGESTIONS FOR PRONUNCIATION.
THE 33 LESSON UNITS, FIVE OF WHICH
ARE REVIEW UNITS, FOLLOW A GENERAL
FORMAT--(1) BASIC SENTENCES WHICH
INTRODUCE THE NEW POINTS OF GRAM-
MAR IN EACH LESSON, (2) DIALOGS WHICH
INCORPORATE THE NEW ITEMS, (3) GRAM-
MATICAL EXPLANATIONS AND DRILLS, (4)
CONVERSATION SUGGESTIONS, AND (5)
READING PASSAGES, WHICH ARE THE
ONLY MATERIALS NOT INTENDED TO BE
MAINLY ORAL WORK. THE FIRST FEW
LESSONS ALSO CONTAIN ADDITIONAL
SECTIONS OF USEFUL PHRASES AND SO-
CIAL USAGES WHICH PROVIDE AN INTRO-
DUCTION TO FINNISH CULTURE. THE AP-
PENDICES INCLUDE FURTHER GRAMMA-
TICAL NOTES, A SECTION OF SONGS, A
FINNISH-ENGLISH GLOSSARY, AND AN
INDEX. THIS VOLUME IS AVAILABLE
FROM THE EDITOR, URALIC AND ALTAIC
SERIES, RAYL HOUSE, INDIANA UNIVER-
SITY, BLOOMINGTON, INDIANA 47401, FOR
\$15.00. (AMM)

UGRIC PEOPLES IN THE LIGHT OF PHIL-
OLOGY. THE AUTHOR CLASSIFIES THIS
LANGUAGE FAMILY AS COMPRISING ONE
OF THE TWO MAIN BRANCHES OF URALIC
(THE OTHER BEING THE SAMOYED
GROUP). SUBDIVISIONS OF FINNO-UGRIC
ARE BALTO-FINNIC, LAPP, VOLGA-FIN-
NIC, PERMIAN, AND UGRIC. THE HISTORY
OF THESE RELATED LANGUAGE GROUPS
IS TRACED FROM THEIR MOST DISTANT
COMMON ORIGIN, THE URALIC ERA. FOL-
LOWING CHAPTERS DEAL IN TURN WITH
THE VARIOUS ETHNIC GROUPS AND CUL-
TURES WITHIN THE FINNO-UGRIC FAMI-
LY--THE FINNS, LAPPS, CARELIANS, VEP-
SIANS, VOTS, ESTONIANS, LIVONIANS,
MORDVINIANS, CHEREMIS, VOTYAKS, ZY-
RYANS, OB-UGRIANS, AND HUNGARIANS.
AN EXTENSIVE BIBLIOGRAPHY IS AP-
PENDED. THIS VOLUME MAY BE OBTAINED
FOR \$12.50 FROM THE EDITOR, URALIC
AND ALTAIC SERIES, PATTON HOUSE, IN-
DIANA UNIVERSITY, BLOOMINGTON, IN-
DIANA 47401. (AMM)

ED 014 692 48 AL 000 711

BRINNER, WILLIAM M. KHOURI,
MOUNAHA.

ADVANCED ARABIC READERS. I. SELEC-
TIONS FROM THE MODERN NOVEL AND
SHORT STORY.

CALIFORNIA UNIV., BERKELEY

REPORT NUMBER NDEA-VI-134-1

PUB DATE 61

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ARABIC, *LANGUAGE
INSTRUCTION, *NOVELS, *READING MA-
TERIALS, *SHORT STORIES, BIOGRA-
PHIES, GLOSSARIES, INSTRUCTIONAL
MATERIALS, LITERATURE,

THESE ELEVEN SELECTIONS, THE
FIRST OF WHICH IS "THE NOVEL" IN MOD-
ERN ARABIC LITERATURE," BY MU-
HAMMAD MANDUR, SERVE AS AN INTRO-
DUCTION TO FORMAL ARABIC PROSE AND
TO SOME OF THE "MORE IMPORTANT AND
REPRESENTATIVE PRACTITIONERS OF
THE ART OF NOVEL AND SHORT STORY
WRITING." AT LEAST TWO YEARS OF COL-
LEGE-LEVEL TRAINING IN ARABIC ARE
ASSUMED ON THE PART OF THE READER.
THE ORIGINAL FORM OF THE SELEC-
TIONS HAS BEEN MAINTAINED, FOR THE
MOST PART, WITH AN OCCASIONAL SHOR-
TENING OF LONG DESCRIPTIVE PASSAGE-
S. GRAMMATICAL NOTES AND EXPRES-
SIONS FOLLOW EACH SELECTION. BIO-
GRAPHICAL NOTES ON EACH AUTHOR,
AND AN ARABIC-ENGLISH GLOSSARY
ARE APPENDED. THIS READER IS AVAIL-
ABLE FROM THE BOOK DEPARTMENT,
ASUC STORE, UNIVERSITY OF CALIFOR-
NIA, BERKELEY, CALIFORNIA 94720.
(AMM)

ED 014 696 48 AL 000 715

BOWEN, J. DONALD AND OTHERS

BEGINNING TAGALOG, A COURSE FOR
SPEAKERS OF ENGLISH.

CALIFORNIA UNIV., BERKELEY

REPORT NUMBER NDEA-VI-334

PHILIPPINE CENTER FOR LANGUAGE

STUDY, PASAY

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *LANGUAGE INSTRU-
CTION, *SOCIOCULTURAL PATTERNS, *TA-
GALOG, CULTURAL INTERRELATIONSHIPS,
CULTURE CONTACT, INTENSIVE
LANGUAGE COURSES, LUZON, PATTERN
DRILLS (LANGUAGE), PHILIPPINES,
PHONETIC TRANSCRIPTION, TAPE RE-
CORDINGS,

THE TWO MAJOR GOALS OF THIS COM-
PREHENSIVE COURSE ARE--FIRST, AN
ORAL CONTROL OF TAGALOG AND SUFFI-
CIENT MASTERY OF ITS STRUCTURE TO
CONTINUE INDEPENDENT STUDY, AND
SECOND, PRESENTATION OF UP-TO-DATE
INFORMATION ABOUT THE SOCIAL CUS-
TOMS, STANDARDS, VALUES, AND ASPI-
RATIONS OF THE FILIPINO PEOPLE SO
THAT THE LANGUAGE LEARNER MAY
PARTICIPATE FULLY IN FILIPINO SO-
CIETY. WITH FAIRLY INTENSIVE CLASS
SCHEDULING AND ASSUMING LABORATO-
RY AND HOMEWORK ASSIGNMENTS, THE
25 UNITS CAN BE COVERED IN ONE YEAR.
EACH UNIT INCLUDES--(1) A BASIC DI-
ALOG TO BE MEMORIZED, (2) BRIEF CUL-
TURAL AND STRUCTURAL EXPLANA-
TIONS TO BE READ OUTSIDE OF CLASS, (3)
PRONUNCIATION EXERCISES BASED ON
A CONTRASTIVE STUDY OF TAGALOG AND
ENGLISH, (4) A "DRILLS AND GRAMMAR"
SECTION WHERE INDIVIDUAL GRAMMAR
POINTS ARE PRESENTED AND INTEN-
SIVELY DRILLED, AND (5) CUMULATIVE,
VISUAL-CUE, AND COMPREHENSION-RES-
PONSE DRILLS. THE READINGS, WHICH
ARE TO START WITH UNIT XII, APPEAR IN
A SEPARATE VOLUME, "INTERMEDIATE
READINGS IN TAGALOG." THE OTHER VO-
LUMES PRODUCED IN THIS MATERIALS
PROJECT ARE A REFERENCE GRAMMAR
AND A TAGALOG/ENGLISH-ENGLISH/TAG-
ALOG STUDENT DICTIONARY. COM-
PLETE TAPE RECORDINGS FOR THE DI-
ALOGS, DRILLS, AND READINGS HAVE
BEEN PREPARED AS WELL. THIS TEXT IS
PUBLISHED BY THE UNIVERSITY OF CALI-
FORNIA PRESS, 233 FULTON STREET,
BERKELEY, CALIFORNIA 94720 (\$6.00). (JD)

ED 014 693 48 AL 000 712

BRINNER, WILLIAM M. KHOURI,
MOUNAHA.

ADVANCED ARABIC READERS. II, EXPOSI-
TORY WRITING--INTELLECTUAL AND SO-
CIAL TRENDS.

CALIFORNIA UNIV., BERKELEY

REPORT NUMBER NDEA-VI-134-2

PUB DATE 62

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ARABIC, *ESSAYS,
*LANGUAGE INSTRUCTION, *READING
MATERIALS, CULTURE, GLOSSARIES, IN-
STRUCTIONAL MATERIALS, NATIONAL-
ISM, RELIGION,

THIS SECOND AND FINAL VOLUME OF
"ADVANCED ARABIC READERS" CON-
TAINS 23 ESSAYS AND ARTICLES SELECT-
ED TO INTRODUCE THE ADVANCED STU-

ED 014 695 48 AL 000 714

VUORELA, TOIVO

THE FINNO-UGRIC PEOPLES. URALIC AND
ALTAIC SERIES, VOLUME 39.

INDIANA UNIV., BLOOMINGTON

REPORT NUMBER P-75

REPORT NUMBER NDEA-VI-204

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DIACHRONIC LINGUIST-
ICS, *FINNO UGRIC LANGUAGES, *FOLK
CULTURE, ANTHROPOLOGY, ASIAN HIS-
TORY, CULTURAL ENVIRONMENT, CUL-
TURE, ETHNIC GROUPS, ETHNIC ORIGINS,
ETHNIC RELATIONS, EUROPEAN HISTO-
RY, FINNISH, HISTORY, HUNGARIAN,
RUSSIA, SAMOYED LANGUAGES, URALIC
ALTAIC LANGUAGES,

THE FIRST CHAPTER IN THIS ILLUS-
TRATED TEXT DEALS WITH THE FINNO-

ED 014 697 48 AL 000 728

KRADER, LAWRENCE
PEOPLES OF CENTRAL ASIA. URALIC AND
ALTAIC SERIES, VOLUME 26.
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-127
PUB DATE 63

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AREA STUDIES, *ASIAN
HISTORY, *ECOLOGY, ANTHROPOLOGY,
CENTRAL ASIA, COMMUNISM, CULTURE,
DEMOGRAPHY, ECONOMICS, ETHNIC
GROUPS, FAMILY (SOCIOLOGICAL UNIT),
FOLK CULTURE, GEOGRAPHY, INDO EU-
ROPEAN LANGUAGES, KAZAKHSTAN,
LANGUAGE CLASSIFICATION, POLITICAL
DIVISIONS (GEOGRAPHIC), RELIGION, SO-
CIOLOGY, SOVIET UNION, URALIC ALTAIC
LANGUAGES,

THE PRIMARY PURPOSE OF THIS VO-
LUME IS TO INTRODUCE THE READER TO
THE INDIGENOUS PEOPLES AND CULT-
TURES OF CENTRAL ASIA, WITH A SECON-
DARY FOCUS ON THE CHANGES WHICH
TOOK PLACE DURING THE PERIODS OF
TSARIST AND SOVIET RULE. CHAPTERS
ARE ARRANGED IN THE FOLLOWING
ORDER-(I) ECOLOGY AND ECONOMY, (II)
LANGUAGES, WITH APPENDED INFORMAT-
TION ON TURKIC LANGUAGES, (III) FOR-
MATION OF PEOPLES, (IV) HISTORY, (V)
RELIGION, (VI) FAMILY AND SOCIETY,
(VII) DEMOGRAPHY, WITH 30 APPENDED
DEMOGRAPHIC TABLES, AND (VIII)
CITIES, WITH TWO APPENDED POPULA-
TION AND URBAN TABLES. APPENDICES
CONTAIN-(I) TABLES OF CURRENT ECO-
NOMIC DEVELOPMENT OF CENTRAL ASIA
AND KAZAKHSTAN, (II) TRIBAL DIVIS-
IONS, (III) CHART OF THE ESTABLISH-
MENTS OF THE CENTRAL ASIAN REPUB-
LICS, AND (IV) BRIEF NOTICES OF KAZA-
KHSTAN AND THE REPUBLICS OF CENTRAL
ASIA. THIS VOLUME MAY BE OBTAIN-
ED FOR \$4.00 FROM THE EDITOR, UR-
ALIC AND ALTAIC SERIES, RAYL HOUSE,
INDIANA UNIVERSITY, BLOOMINGTON,
INDIANA 47401. (AMM)

ED 014 698 48 AL 000 729

CHAO, YUEN REN
A GRAMMAR OF SPOKEN CHINESE.
CALIFORNIA UNIV., BERKELEY
REPORT NUMBER BR-5-1224
PUB DATE 65

CONTRACT OEC-SAE-8947

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CHINESE, *GRAMMAR,
*MANDARIN CHINESE, *REFERENCE
BOOKS, FORM CLASSES (LANGUAGES),
LANGUAGE PATTERNS, MORPHOLOGY
(LANGUAGES), MORPHOPHONEMICS, PHO-
NOLOGY, SENTENCE STRUCTURE, SEN-
TENCES, STRUCTURAL ANALYSIS, SYN-
CHRONIC LINGUISTICS, SYNTAX,

THE AUTHOR OF THIS GRAMMAR
STATES THAT THIS IS A "DISCUSSION
BOOK" AND NOT AN INSTRUCTION BOOK
FOR LEARNING CHINESE. HIS ANALYSIS
OF CHINESE GRAMMAR IS BASED ON CUR-
RENT LINGUISTIC METHODS AND AS-
SUMES THE READER HAS SOME KNOWL-
EDGE OF LINGUISTICS. THIS BOOK CON-
STITUTES A REFERENCE WORK FOR
LINGUISTS AND STUDENTS OF THE CHINESE
LANGUAGE. MAJOR CHAPTERS IN-
CLUDE-(1) THE SENTENCE, (2) WORD AND
MORPHEME, (3) MORPHOLOGICAL TYPES,
(4) SYNTACTICAL TYPES, (5) COMPOUNDS,
(6) PARTS OF SPEECH-SUBSTANTIVES,
AND (7) VERBS. PHONOLOGY IS BRIEFLY
TREATED IN AN INTRODUCTORY CHAPT-
ER. THE AUTHOR BELIEVES THAT MUCH

OF WHAT HE SAYS HERE ABOUT SPOKEN
MANDARIN IS TRUE OF ALL CHINESE,
EVEN OF A GOOD PART OF THE LITERARY
LANGUAGE. EXAMPLES OF USAGE ARE
WRITTEN IN CHINESE CHARACTERS AND
IN THE G.R. (NATIONAL ROMANIZATION)
TRANSCRIPTION. THIS GRAMMAR IS PUBLISHED BY THE UNIVERSITY OF CALI-
FORNIA PRESS, 233 FULTON STREET, BER-
KELEY, CALIFORNIA 94720. (JD)

ED 014 699 48 AL 000 730

DICTIONARY OF SPOKEN CHINESE. YALE
LINGUISTIC SERIES, 8.
YALE UNIV., NEW HAVEN, CONN.
REPORT NUMBER BR-5-1225
PUB DATE 66

CONTRACT OEC-SAE-8983

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CHINESE, *DICTIONAR-
IES, *MANDARIN CHINESE, LANGUAGE
INSTRUCTION, ROMANIZATION, YALE
ROMANIZATION,

THIS CHINESE-ENGLISH AND ENGLISH-
CHINESE DICTIONARY IS THE AUTHO-
RIZED REVISION AND EXPANSION OF THE
WAR DEPARTMENT DICTIONARY OF 1945.
IT WAS PRIMARILY WRITTEN FOR USE BY
STUDENTS OF COLLOQUIAL MANDARIN
ON THE INTERMEDIATE LEVEL AND
SERVES AS A TOOL FOR THE DEVELOP-
MENT OF ADVANCED CONVERSATIONAL
SKILLS AND AS A GENERAL GRAMMATI-
CAL REFERENCE GUIDE AS WELL. THE
CHINESE-ENGLISH SECTION IS AR-
RANGED BY THE YALE ROMANIZATION
OF THE WORD. THE WRITTEN CHINESE
CHARACTER IS GIVEN ALONG WITH THE
ROMANIZED FORM AND A GRAMMATICAL
SYMBOL INDICATES THE PART OF
SPEECH. THE DEFINITIONS ARE SHORT
AND EXAMPLES OF THE WORD AS USED
IN EACH CONTEXT ARE GIVEN IN CHINESE
CHARACTERS AND ENGLISH. IN THE
ENGLISH TO CHINESE SECTION,
ONLY YALE ROMANIZATION IS USED TO
INDICATE THE CHINESE. A RADICAL
CHART AND CHARACTER INDEX CORRE-
LATE THE CHARACTERS WITH THE RO-
MANIZED FORM. THIS BOOK IS AVAILA-
BLE FROM THE YALE UNIVERSITY
PRESS, 149 YORK STREET, NEW HAVEN,
CONNECTICUT 06511 (\$15.00). (JD)

ED 014 700 48 AL 000 731

DE FRANCIS, JOHN AND OTHERS
BEGINNING CHINESE READER, PART I.
YALE LINGUISTIC SERIES.

SETON HALL UNIV., SOUTH ORANGE, N.J.

REPORT NUMBER BR-5-1253

YALE UNIV., NEW HAVEN, CONN.

PUB DATE 66

CONTRACT OEC-1-6-062439-1632

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BASIC READING, *CHINESE,
*READING MATERIALS, AUDIOVISUAL AIDS, CHINESE CULTURE, ORTHO-
GRAPHIC SYMBOLS, TAPE RECORDINGS,
VOCABULARY DEVELOPMENT, WORD
FREQUENCY, WORD RECOGNITION, WRIT-
TEN LANGUAGE,

THIS READER, ALONG WITH "BEGIN-
NING CHINESE READER, PART II," IS
CLOSELY INTEGRATED WITH THE SETON
HALL UNIVERSITY TEXTS FOR SPOKEN
AND WRITTEN CHINESE, "BEGINNING
CHINESE" AND "CHARACTER TEXT FOR
BEGINNING CHINESE." OF THE 400 CHAR-
ACTERS IN THESE TWO READERS, ALL
BUT 33 HAVE BEEN PRESENTED TO THE

STUDENT IN "BEGINNING CHINESE" AND
"CHARACTER TEXT." DIALOGS AND NAR-
RATIVES COMPRISE THE BULK OF THE
EXERCISES BUT SOME ADDITIONAL MA-
TERIAL HAS BEEN INCLUDED FROM ACTU-
AL PUBLICATIONS IN CHINESE. THE
CLEAR, LARGE SIZE CHARACTERS ARE
INTRODUCED WITH TABLES INDICATING
THE SEQUENCE OF STROKES USED IN
THEIR FORMATION. UNIQUE FEATURES
OF THIS READER INCLUDE THE EMPHASIS
ON COMPOUNDS AND THEIR EXTENSIVE
USE IN VARIOUS TYPES OF EXERCISES.
ALL COMPOUNDS APPEAR IN ILLUSTRATIVE
SENTENCES ACCOMPANIED BY ENGLISH
TRANSLATIONS, IN DIALOGS AS A
MEANS OF AUDIO-LINGUAL REINFORC-
EMENT, AND IN NARRATIVE OR EXPO-
SITORY FORM. FLASH CARDS HAVE
BEEN PREPARED TO AID IN MEMORIZING
INDIVIDUAL CHARACTERS AND SPECIAL
COMBINATIONS. ALSO AVAILABLE ARE
TAPE RECORDINGS OF THE SENTENCES
AND CONNECTED TEXT. THESE AUDIOVISUAL
AIDS ARE AVAILABLE FROM THE
INSTITUTE OF FAR EASTERN STUDIES,
SETON HALL UNIVERSITY, SOUTH OR-
ANGE, N.J. THIS VOLUME ITSELF IS AVAIL-
ABLE FOR \$2.75 FROM THE YALE UNIV-
ERSITY PRESS, NEW HAVEN, CONN. 06511.
(JD)

ED 014 701 AL 000 732

DE FRANCIS, JOHN TENG, CHIA-YEE
INTERMEDIATE CHINESE. YALE LINGUISTIC
SERIES, 7.

SETON HALL UNIV., SOUTH ORANGE, N.J.

REPORT NUMBER NDEA-VI-181

YALE UNIV., NEW HAVEN, CONN.

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CHINESE, *CHINESE
CULTURE, *LANGUAGE INSTRUCTION,
GRAMMAR, LANGUAGE ABILITY, PINYIN
ROMANIZATION, READING INSTRUCTION,
TAPE RECORDINGS, TRANSLATION, VOCABU-
LARY,

THIS TEXT IS THE SECOND IN A SERIES
OF THREE CLOSELY INTEGRATED VO-
LUMES FOR TEACHING SPOKEN CHINESE
TO SPEAKERS OF ENGLISH AT THE HIGH
SCHOOL OR COLLEGE LEVEL. THE TWENTY
DIALOGS WHICH FORM THE CORE MA-
TERIAL OF THIS BOOK WERE FIRST RE-
CORDED AND THEN TRANSCRIBED AND
EDITED IN PINYIN ROMANIZATION.
THUS, THESE CONVERSATIONS ABOUT
EVERYDAY TOPICS ARE IN AN AUTHEN-
TIC CONVERSATIONAL STYLE. THE BOOK
IS ORGANIZED INTO FOUR UNITS OF SIX
LESSONS EACH. THE SIXTH LESSON IS A
REVIEW OF THE MATERIAL IN THE
PRECEEDING LESSONS AND CONSISTS OF
VARIOUS DRILLS. ALL THE MAIN LESS-
ONS INCLUDE (IN PINYIN ROMANIZA-
TION)-(1) A DIALOG, (2) SENTENCES WITH
NEW WORDS AND GRAMMAR, (3) REVIEW
SENTENCES, (4) A MONOLOGUE, AND (5)
QUESTIONS. THE DIALOGS AND SENTENCES
ARE ALSO GIVEN IN ENGLISH. BRIEF
GRAMMATICAL NOTES IN ENGLISH AC-
COMPANY EACH LESSON. AS IN THE BE-
GINNING TEXT, TAPE RECORDINGS AND
A "CHARACTER TEXT" SUPPLEMENT THIS
VOLUME. THE TAPE RECORDINGS AND A
BRIEF TEACHER'S MANUAL ARE AVAILA-
BLE FROM THE INSTITUTE OF FAR EAST-
ERN STUDIES, SETON HALL UNIVERSITY,
SOUTH ORANGE, N.J. THIS TEXT ITSELF IS
AVAILABLE FOR \$6.00 FROM THE YALE
UNIVERSITY PRESS, NEW HAVEN, CONN.
06511. (JD)

ED 014 702 48 AL 000 733

DE FRANCIS, JOHN AND OTHERS
ADVANCED CHINESE. YALE LINGUISTIC
SERIES.

SETON HALL UNIV., SOUTH ORANGE, N.J.
REPORT NUMBER BR-5-1253

YALE UNIV., NEW HAVEN, CONN.

PUB DATE 66

CONTRACT OEC-1-6-062439-1632

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CHINESE, *CHINESE
CULTURE, *CULTURAL BACKGROUND,
*LANGUAGE INSTRUCTION, ACADEMIC
EDUCATION, GRAMMAR, LANGUAGE
STYLES, Pinyin ROMANIZATION, TAPE
RECORDINGS, VOCABULARY, WRITTEN
LANGUAGE.

THE THIRD IN A SERIES OF TEXTS
PREPARED AT SETON HALL UNIVERSITY,
THIS ADVANCED TEXT PRESUPPOSES
MASTERY OF "BEGINNING CHINESE,"
"BEGINNING CHINESE READER," AND
LESSONS 1 TO 6 OF "INTERMEDIATE CHI-
NESE READER." A COMPANION VOLUME
TO THIS ONE, "CHARACTER TEXT FOR AD-
VANCED CHINESE," PROVIDES READING
PRACTICE AND REPETITION OF THE 904
NEW CHARACTERS INTRODUCED AT THIS
LEVEL. THE CHINESE LANGUAGE MA-
TERIAL PRESENTED IN THIS VOLUME IS
A BALANCE BETWEEN ACADEMIC LEC-
TURES AND CLASSROOM DIALOGS ABOUT
THE LECTURES. BY PRESENTING SIM-
PLIFIED LECTURES ON CHINESE ACADE-
MIC AND CULTURAL SUBJECTS, THE
TEXT PROVIDES AN INTRODUCTION TO
MORE FORMAL WRITTEN AND ORAL
SPEECH STYLES. AT THE SAME TIME, THE
NEW VOCABULARY AND GRAMMAR
POINTS ARE INTRODUCED, DRILLED, AND
REVIEWED IN DIALOGS, ILLUSTRATIVE
SENTENCES, EXERCISES, AND GRAMMAR
DRILLS AND NOTES. SPECIAL ATTENTION
IS GIVEN TO CORRECT USAGE IN FORMAL
AND LESS FORMAL SITUATIONS. ALL CHI-
NESE MATERIAL IS WRITTEN IN Pinyin
ROMANIZATION. TAPE RECORDINGS OF
THE 20 LECTURES AND OTHER MATERI-
ALS IN THE TEXT ARE AVAILABLE FROM
THE INSTITUTE OF FAR EASTERN
STUDIES, SETON HALL UNIV., SOUTH OR-
ANGE, N.J. THIS TEXT IS AVAILABLE FOR
\$275 FROM THE YALE UNIVERSITY
PRESS, NEW HAVEN, CONN. 06611. (JD)

ED 014 703 48 AL 000 734

DE FRANCIS, JOHN

CHARACTER TEXT FOR ADVANCED CHI-
NESE. YALE LINGUISTIC SERIES.

SETON HALL UNIV., SOUTH ORANGE, N.J.

REPORT NUMBER BR-4-8633

YALE UNIV., NEW HAVEN, CONN.

PUB DATE 66

CONTRACT OEC-1-6-068633-1732

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CHINESE, *CHINESE
CULTURE, *CULTURAL BACKGROUND,
*LANGUAGE INSTRUCTION, *WRITTEN
LANGUAGE, ACADEMIC EDUCATION,
GRAMMAR, LANGUAGE STYLES, ORTHO-
GRAPHIC SYMBOLS, Pinyin ROMANIZA-
TION, VOCABULARY.

THIS CHARACTER VERSION OF "AD-
VANCED CHINESE" CAN BE STUDIED FOR
READING PURPOSES AT THE SAME TIME
THAT THE TRANSCRIPTION VERSION IS
STUDIED FOR SPEAKING PURPOSES.
THERE ARE 904 NEW CHARACTERS IN-
TODUCED HERE AMONG THE 150,000
CHARACTERS OF RUNNING TEXT. IT IS
ASSUMED THAT THE STUDENT HAS MAST-
ERED THE BEGINNING AND ADVANCED
CHINESE TEXTS IN THIS SERIES AND THE

"BEGINNING CHINESE READER" AND
LESSONS 1 TO 6 OF "INTERMEDIATE CHI-
NESE READER" AS WELL, AS IN THE
CHARACTER VERSIONS OF "BEGINNING"
AND "INTERMEDIATE CHINESE," THE
NEW CHARACTERS IN EACH LESSON ARE
PRESENTED FIRST IN LARGE SIZE SO
THAT EACH STROKE IS CLEARLY SEEN
AND THEN ARE PRESENTED IN SMALLER
SIZE ALONG WITH Pinyin ROMANIZA-
TION AND AN ENGLISH TRANSLATION.
PAGE AND LINE REFERENCES INDICATE
PARALLEL PASSAGES IN THE CORRE-
SPONDING Pinyin TEXT. CHARTS ARE AP-
PENDED LISTING CHARACTERS BY LES-
SON, NUMBER OF STROKES, AND RADIC-
AL. THE INDEX IS ARRANGED ALPHABET-
ICALLY BY Pinyin FORM. THIS TEXT IS
AVAILABLE FOR \$3.75 FROM THE YALE
UNIVERSITY PRESS, NEW HAVEN, CONN.
06611. (JD)

ED 014 704 48 AL 000 744

RUPEN, ROBERT A.

MONGOLS OF THE TWENTIETH CENTURY,
PART I. URALIC AND ALTAIC SERIES, VO-
LUME 37, PART I.

INDIANA UNIV., BLOOMINGTON

REPORT NUMBER P-66

REPORT NUMBER NDEA-VI-299-1

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AREA STUDIES, *ASIAN
HISTORY, *GEOGRAPHIC REGIONS, BU-
RYAT MONGOLIA, COMMUNISM, CULTU-
RAL FACTORS, DEMOGRAPHY, ETHNIC
GROUPS, GEOGRAPHY, INNER MONGOLIA,
MONGOLIAN PEOPLE'S REPUBLIC (OUTER
MONGOLIA), POLITICAL DIVISIONS (GEO-
GRAPHIC), POLITICAL SOCIALIZATION.

IN THIS COMPREHENSIVE SURVEY OF
BURYAT MONGOLIA, INNER MONGOLIA,
AND OUTER MONGOLIA (MONGOLIAN
PEOPLE'S REPUBLIC), THE AUTHOR HAS
FOCUSSED ON THE LIVES AND WORKS OF
KEY MONGOLS OF THIS CENTURY. THIS
FOCUS BRINGS OUT THE CLOSE RELA-
TIONSHIP OF POLITICAL FACTORS AND
CULTURAL INFLUENCES, AND STRESSES
THE CHANGING DEGREE AND CONTENT
OF THE EDUCATION OF THE MONGOLS.
CHAPTERS 1-4 COVER RUSSIAN RELA-
TIONS WITH BURYAT MONGOLIA, AND
THE HISTORY OF BURYAT MONGOLIA,
OUTER MONGOLIA, AND PAN-MONGOLISM
TO 1917. CHAPTER 5 DESCRIBES THE EV-
ENTS LEADING TO THE ESTABLISHMENT
OF THE MONGOLIAN PEOPLE'S REPUBLIC
IN OUTER MONGOLIA IN 1921, AND THE
GOVERNMENTS, ORGANIZATIONS, AND
PERSONS WHO PLAYED IMPORTANT
PARTS IN LATER MONGOLIAN DEVELOP-
MENT. PART TWO COVERS THE SOVIET
PERIOD, FROM 1921 TO 1963 (THE TIME OF
WRITING). APPENDICES FURNISH EXTEN-
SIVE INFORMATION ON VARIOUS POLITI-
CAL AND EDUCATIONAL INSTITUTIONS,
OFFICIALS, AND RECORDS. A CHRONOL-
OGY AND INDEX, AS WELL AS 82 PHOTO-
GRAPHS AND MAPS OF THE MONGOLIAN
PEOPLE'S REPUBLIC AND THE KALMUK
ASSR, ARE INCLUDED. THIS VOLUME IS
AVAILABLE FROM THE EDITOR, URALIC
AND ALTAIC SERIES, PATTON HOUSE,
INDIANA UNIVERSITY, BLOOMINGTON, IN-
DIANA 47401. (AMM)

ED 014 705 48 AL 000 745

RUPEN, ROBERT A.

MONGOLS OF THE TWENTIETH CENTURY,
PART II. URALIC AND ALTAIC SERIES, VO-
LUME 37, PART 2.

INDIANA UNIV., BLOOMINGTON
REPORT NUMBER P-66
REPORT NUMBER NDEA-VI-299-2
PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BIBLIOGRAPHIES, *EN-
CYCLOPEDIAS, AREA STUDIES, ASIAN
HISTORY, BURYAT MONGOLIA, CHINESE,
DOCUMENTATION, INNER MONGOLIA, JA-
PANSE, MONGOLIAN, MONGOLIAN
PEOPLE'S REPUBLIC (OUTER MONGOLIA),
NEWSPAPERS, PERIODICALS, PUBLICA-
TIONS, REFERENCE BOOKS, RUSSIAN, STA-
TISTICAL DATA.

THIS BIBLIOGRAPHY DIRECTLY SUP-
PLEMENTS AND IS INTENDED AS AN IN-
TEGRAL PART OF "MONGOLS OF THE
TWENTIETH CENTURY, PART I." THE
RANGE OF SUBJECT MATTER, HOWEVER,
GOES FAR BEYOND THE SPECIFIC CON-
CERNS OF THE FIRST VOLUME, COVERING
GENERAL AND SPECIFIC BIBLIOGRA-
PHIES, UNSIGNED REPORTS AND DOCU-
MENTS, ENCYCLOPEDIAS, OFFICIAL HIS-
TORIES, STATISTICAL HANDBOOKS AND
TRADE FIGURES, COLLECTIONS, AND
OTHER PUBLICATIONS INCLUDING BU-
RYAT, TUVAN, AND KALMYK-LANGUAGE
NEWSPAPERS AND PERIODICALS, AND
INNER MONGOLIAN NEWSPAPERS AND
PERIODICALS. A ROMANIZED TRANS-
LITERATION IS USED THROUGHOUT IN
PLACE OF CYRILLIC FORMS. THIS VO-
LUME LISTS APPROXIMATELY 3,000 CI-
TATIONS, AND IS ALSO AVAILABLE FROM
THE EDITOR, URALIC AND ALTAIC
SERIES, PATTON HOUSE, INDIANA UNIV-
ERSITY, BLOOMINGTON, INDIANA 47401,
FOR \$5.00. (AMM)

ED 014 706 48 AL 000 747

POPPE, NICHOLAS

INTRODUCTION TO ALTAIC LINGUISTICS.
AMERICAN COUNCIL OF LEARNED SO-
CITIES, NEW YORK

PUB DATE 65

CONTRACT OEC-SAE-8355

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *LINGUISTIC THEORY,
*LINGUISTICS, *URALIC ALTAIC LANGU-
AGES, ALPHABETS, BIBLIOGRAPHIES,
CHUVASH, COMPARATIVE ANALYSIS, CY-
RILLIC ALPHABET, DIACHRONIC
LINGUISTICS, DIALECTS, ETYMOLOGY,
KOREAN, LANGUAGE CLASSIFICATION,
MANCHU, MONGOLIAN, MORPHOLOGY
(LANGUAGES), PHONOLOGY, SYNCHRONIC
LINGUISTICS, SYNTAX, TUNGUS, TURKIC.

THIS TEXT IS DESIGNED AS A MANUAL
FOR UNIVERSITY STUDENTS TO PROVIDE
GENERAL INFORMATION ON ALTAIC
LINGUISTICS, AS WELL AS BIBLIOGRA-
PHICAL INFORMATION OTHERWISE DIFFI-
CULT TO OBTAIN IN AMERICAN UNIV-
ERSITIES. IN PART I, THE AUTHOR CLASSI-
FIES THE ALTAIC LANGUAGES-MON-
GOLIAN, MANCHU-TUNGUS, CHUVASH-
TURKIC, (WITH THE POSSIBLE INCLUSION
OF KOREAN)-AND PRESENTS THE CLASSI-
FICATIONS OF LANGUAGES WITHIN
EACH OF THESE FAMILIES. A SHORT BIB-
LIOGRAPHY IS APPENDED TO THE DIS-
CUSSION OF EACH LANGUAGE. PART 2, AN
OUTLINE OF THE HISTORY OF INVESTI-
GATION OF THE ALTAIC LANGUAGES,
LISTS BIOGRAPHICAL DATA ON SCHOL-
ARS OF PARTICULAR RELEVANCE, AND
THEIR BIBLIOGRAPHICAL REFERENCES.
PART 3 PRESENTS A HISTORY OF THE AL-
TAIC THEORY-THE HYPOTHESIS ON THE
AFFINITY OF TURKIC, MONGOLIAN, AND
MANCHU-TUNGUS, INCLUDING OR EX-
CLUDING KOREAN (CONCERNING WHICH,
THE AUTHOR SAYS, SUFFICIENT EVI-

DENCE IS AS YET NOT AVAILABLE). FOLLOWING SECTIONS DEAL WITH-(1) MUTUAL INFLUENCES WITHIN THE ALTAIC GROUP, (2) CONTACTS OF ALTAIC LANGUAGES WITH OTHER LANGUAGES, (3) ALTAIC INFLUENCES UPON OTHER LANGUAGES, (4) CHARACTERISTIC FEATURES OF THE ALTAIC LANGUAGES, AND (5) A COMPARATIVE SURVEY OF ALTAIC LANGUAGES. LANGUAGES, DIALECTS, SCRIPTS, AND AUTHORS ARE INDEXED IN THE APPENDIX. THIS TEXT IS VOLUME XIV OF THE "URAL-ALTAISCHE BIBLIOTHEK," PUBLISHED BY OTTO HARRASSOWITZ, WIESBADEN, GERMANY. (AMM)

ED 014 707 48 AL 000 748

LOOGMAN, ALFONS
SWAHILI GRAMMAR AND SYNTAX. DUQUESNE STUDIES, AFRICAN SERIES 1. DUQUESNE UNIV., PITTSBURGH, PA. REPORT NUMBER NDEA-VI-333
PUB DATE 65
CONTRACT OEC-SAE-8946

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *GRAMMAR, *LANGUAGE INSTRUCTION, *SWAHILI, *SYNTAX, INSTRUCTIONAL MATERIALS, MORPHOLOGY (LANGUAGES).

THIS COMPREHENSIVE STUDY OF SWAHILI, ONE OF THE BANTU LANGUAGES IN THE NIGER-CONGO GROUP, IS BASED ON THE AUTHOR'S 37 YEARS OF WRITING AND TEACHING EXPERIENCE IN EAST AFRICA. THE STUDY IS INTENDED TO PRESENT THE SWAHILI LANGUAGE IN TERMS OF ITS OWN STRUCTURE, RATHER THAN IN TERMS OF LATIN OR ENGLISH GRAMMARS. A PRELIMINARY SECTION IN PART ONE DEALS WITH PRONUNCIATION, AFFIXES, THE N-PREFIX, TEMPORAL TERMS, AND CURRENCY AND MEASURES. FOLLOWING CHAPTERS COVER MORPHOLOGICAL ELEMENTS. PART TWO DEALS WITH SYNTAX. A SELECTED BIBLIOGRAPHY, LIST OF APHORISMS, AND AN INDEX ARE INCLUDED. THIS TEXT IS AVAILABLE FOR \$7.50 FROM THE DUQUESNE UNIVERSITY PRESS, PITTSBURGH, PENNSYLVANIA. (AMM)

ED 014 708 48 AL 000 751

LES LAU, WOLF
AN ANNOTATED BIBLIOGRAPHY OF THE SEMITIC LANGUAGES OF ETHIOPIA. REPORT NUMBER NDEA-VI-328
PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AMHARIC, *ANNOTATED BIBLIOGRAPHIES, *AREA STUDIES, *SEMITIC LANGUAGES, *TEXTBOOKS, ALPHABETS, DICTIONARIES, ETHIOPIA, GRAMMAR, LEXICOGRAPHY, REFERENCE MATERIALS, RESEARCH REVIEWS (PUBLICATIONS), TABLES (DATA), VOCABULARY.

THE 1,636 VOLUMES CITED IN THIS BIBLIOGRAPHY INCLUDE ARCHIVAL AS WELL AS MODERN PUBLICATIONS, ENDING WITH THE YEAR 1964. THE FIRST TWO SECTIONS LIST GENERAL WORKS ON SEMITIC AND ETHIOPIAN LANGUAGES. FOLLOWING SECTIONS GROUP THE SEMITIC LANGUAGES ACCORDING TO (1) NORTH ETHIOPIC-INCLUDING GEEZ, TIGRE, AND TIGRINYA, AND (2) SOUTH ETHIOPIC-INCLUDING AMHARIC, ARGOBBA, GAFAT, GURANGE, AND HARARI. EACH SPECIFIC LANGUAGE SECTION IS PREFACED BY A BRIEF DESCRIPTION OF THE GEOGRAPHIC AREAS IN WHICH THE LANGUAGE IS SPOKEN, ANALYTICAL TABLES (INDICATING THE CHRONOLOGICAL ORDER AND SPECIFIC LANGUAGE CLASSIFICATIONS OF THE VOLUMES WITHIN THE SECTION),

A BIBLIOGRAPHY, AND SUCH ADDITIONAL CATEGORIZATIONS AS GRAMMATICAL OUTLINES, GRAMMARS, DICTIONARIES, VOCABULARIES, AND PROBLEMS OF GRAMMAR AND LEXICOGRAPHY. APPENDED INDEXES LIST AUTHORS, REVIEWERS, AND SUBJECTS. THIS BIBLIOGRAPHY IS VOLUME I OF "BIBLIOGRAPHIES ON THE NEAR EAST," PUBLISHED BY MOUTON AND COMPANY, THE HAGUE. (AMM)

ED 014 709 48 AL 000 752

BROWN, W. NORMAN
RESOURCES FOR SOUTH ASIAN LANGUAGE STUDIES IN THE UNITED STATES. REPORT OF A CONFERENCE CONVENED BY THE UNIVERSITY OF PENNSYLVANIA FOR THE UNITED STATES OFFICE OF EDUCATION (JANUARY 15-16, 1960). PENNSYLVANIA UNIV., PHILADELPHIA REPORT NUMBER NDEA-VI-7
PUB DATE 60

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CONFERENCE REPORTS, *EDUCATIONAL NEEDS, *LANGUAGE AND AREA CENTERS, *LANGUAGE INSTRUCTION, *UNCOMMONLY TAUGHT LANGUAGES, S, AFGHANISTAN, AREA STUDIES, BHUTAN, CEYLON, DRAVIDIAN LANGUAGES, HINDI, INDIA, LANGUAGE PROFICIENCY, LANGUAGE PROGRAMS, LANGUAGE RESEARCH, MARANTHI, MATERIAL DEVELOPMENT, NATIONAL PROGRAMS, NEPAL, NEPALI, PAKISTAN, PANJABI, PASHTO, PERSIAN, RESEARCH NEEDS, SIKKIM, SINO TIBETAN LANGUAGES, SOUTH ASIA, TIBET, URDU.

IN 1960 AT THE UNIVERSITY OF PENNSYLVANIA A CONFERENCE WAS CONVENED TO SURVEY THE RESOURCES AVAILABLE IN THE UNITED STATES FOR THE DEVELOPMENT OF LANGUAGE AND AREA STUDIES OF SOUTH ASIA AND TO MAKE RECOMMENDATIONS FOR A PROGRAM OF DEVELOPMENT. THE 23 PARTICIPANTS INCLUDED PROMINENT AMERICAN SCHOLARS FROM UNIVERSITIES WHERE SOUTH ASIAN LANGUAGES ARE TAUGHT AND REPRESENTATIVES OF THE FOREIGN SERVICE INSTITUTE AND OTHER INTERESTED GROUPS. ELEVEN WORKING PAPERS WERE PREPARED FOR THE CONFERENCE AND ARE PUBLISHED HERE. THE PAPERS DEAL WITH AMERICAN RESOURCES FOR SOUTH ASIAN LANGUAGE STUDY AND SUGGEST PRIORITIES FOR FURTHER WORK ON NEW TEXTS, RESOURCE MATERIALS, TEACHING METHODS, AND CURRICULUM GUIDES. IN A "REPORT OF THE CONFERENCE," ALSO PUBLISHED IN THIS VOLUME, THE EDITOR SUMMARIZES THE TOPICS COVERED AT THE CONFERENCE MEETINGS AND PRESENTS THE SPECIFIC RECOMMENDATIONS OF THE PARTICIPANTS. THIS BOOK IS PUBLISHED BY THE UNIVERSITY OF PENNSYLVANIA PRESS, 3436 WALNUT STREET, PHILADELPHIA, PA. 19104, (\$4.00). (JD)

ED 014 710 48 AL 000 753

LAMBERT, RICHARD D.
RESOURCES FOR SOUTH ASIAN AREA STUDIES IN THE UNITED STATES. REPORT OF A CONFERENCE CONVENED BY THE COMMITTEE ON SOUTH ASIA OF THE ASSOCIATION FOR ASIAN STUDIES FOR THE UNITED STATES OFFICE OF EDUCATION (FEBRUARY 23-25, 1961). PENNSYLVANIA UNIV., PHILADELPHIA REPORT NUMBER NDEA-VI-6
PUB DATE 62

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AREA STUDIES, *CONFERENCE REPORTS, *LANGUAGE AND AREA CENTERS, *UNCOMMONLY TAUGHT LANGUAGES, AFGHANISTAN, CEYLON, CURRICULUM PLANNING, EDUCATIONAL NEEDS, INDIA, MATERIAL DEVELOPMENT, NATIONAL PROGRAMS, NEPAL, PAKISTAN, SOUTH ASIA.

THE 21 WORKING PAPERS IN THIS BOOK WERE PREPARED BY AMERICAN SCHOLARS IN THE FIELD OF SOUTH ASIAN AREA AND LANGUAGE STUDIES FOR A CONFERENCE CONVENED BY THE COMMITTEE ON SOUTH ASIA OF THE ASSOCIATION FOR ASIAN STUDIES IN 1961. THE CONFERENCE DEALT WITH THE NEED FOR RESEARCH ON SPECIFIC COUNTRIES AND IN SPECIFIC DISCIPLINES AS WELL AS THE PRESENT CONDITION OF SOUTH ASIAN AREA STUDIES IN GENERAL. A COMPANION VOLUME, "RESOURCES FOR SOUTH ASIAN LANGUAGE STUDIES," CONCERNS THE DEVELOPMENT OF LANGUAGE PROGRAMS AND PERSONNEL, WHILE THIS VOLUME INTEGRATES THE TEACHING OF SOUTH ASIAN LANGUAGES WITH AREA STUDIES. INCLUDED WITH THE WORKING PAPERS IS A "REPORT OF THE CONFERENCE" WHICH SUMMARIZES THE MANY SPECIFIC SUGGESTIONS PRESENTED IN THE PAPERS AND DISCUSSED AT THE CONFERENCE MEETINGS. THIS BOOK IS PUBLISHED BY THE UNIVERSITY OF PENNSYLVANIA PRESS, 3436 WALNUT STREET, PHILADELPHIA, PA. 19104, (\$5.00). (JD)

ED 014 711 48 AL 000 757

RAUN, ALO SAARESTE, ANDRUS
INTRODUCTION TO ESTONIAN LINGUISTICS. AMERICAN COUNCIL OF LEARNED SOCIETIES, NEW YORK
REPORT NUMBER P-8
REPORT NUMBER NDEA-VI-195
PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DIACHRONIC LINGUISTICS, *DIALECTS, *ESTONIAN, BALTO FINNIC LANGUAGES, BIBLIOGRAPHIES, DESCRIPTIVE LINGUISTICS, DIALECT STUDIES, ETHNIC GROUPS, LANGUAGE CLASSIFICATION, LANGUAGE STYLES, MORPHOLOGY (LANGUAGES), PHONOLOGY, SYNTAX.

THIS TEXT COMPRISES A SURVEY OF THE ESTONIAN LANGUAGE, WHICH IS GROUPED HERE WITH LIVONIAN, VOTIC, AND A PART OF WESTERN FINNISH, TO FORM THE SOUTHWESTERN BRANCH OF THE FINNIC (OR BALTO-FINNIC) LANGUAGES. THE AUTHORS' CLASSIFICATIONS AND A HISTORY OF THE STUDIES WHICH HAVE BEEN CARRIED OUT IN ESTONIAN ARE PRESENTED, FOLLOWED BY A PRESENTATION OF ESTONIAN PHONOLOGY, MORPHOLOGY, AND SYNTAX. AN EXTENSIVE LEXICON CONTAINS-(1) PRE-ESTONIAN, INDO-IRANIAN, BALTIC, AND GERMANIC BORROWINGS, (2) ESTONIAN ADDITIONS, (3) PERSONAL NAMES, AND (4) PLACE NAMES. A HISTORY OF THE ESTONIAN LANGUAGE AND A DESCRIPTION OF ITS DIALECTS, ILLUSTRATED BY TEXTS IN ENGLISH, LITERARY ESTONIAN, AND EACH OF THE VARIOUS DIALECTS, COMPLETE THIS LINGUISTIC SURVEY. A SELECTIVE BIBLIOGRAPHY IS APPENDED. A KNOWLEDGE OF COMPARATIVE LINGUISTICS IS ASSUMED ON THE PART OF THE READER. THIS TEXT IS VOLUME XII OF THE "URAL-ALTAISCHE BIBLIOTHEK SERIES," PUBLISHED BY OTTO HARRASSOWITZ, WIESBADEN, GERMANY. (AMM)

ED 014 712 48 AL 000 769

TEZLA, ALBERT
AN INTRODUCTORY BIBLIOGRAPHY TO THE
STUDY OF HUNGARIAN LITERATURE.
HARVARD UNIV., CAMBRIDGE, MASS.
REPORT NUMBER NDEA-VI-235
AMERICAN COUNCIL OF LEARNED SOCIETIES, NEW YORK

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ANNOTATED, *BIBLIOGRAPHIES, *BIBLIOGRAPHIES, *DICTIONARIES, *HUNGARIAN, *LITERATURE, ENCYCLOPEDIAS, GRAMMAR.

THIS BIBLIOGRAPHY IS DESIGNED PRIMARILY FOR THOSE STUDENTS IN THE UNITED STATES WHO ARE BEGINNING THEIR STUDY OF HUNGARIAN LITERATURE OR UNDERTAKING RESEARCH IN THE SUBJECT. THE FIRST SECTION, "SECONDARY SOURCES," LISTS 774 ANNOTATED ENTRIES IN THE FOLLOWING CATEGORIES: (I) BIBLIOGRAPHIES, (II) GENERAL ENCYCLOPEDIAS, (III) HUNGARIAN DICTIONARIES, (IV) GRAMMARS OF AND TREATISES ON THE HUNGARIAN LANGUAGE, (V) BIOGRAPHICAL DICTIONARIES AND LITERARY AND FINE ARTS LEXICONS, (VI) HISTORICAL, CULTURAL, AND RELIGIOUS BACKGROUNDS, (VII) FOREIGN LITERARY AND CULTURAL INFLUENCES AND RELATIONS, (VIII) GENERAL HISTORIES OF HUNGARIAN LITERATURE, (IX) HISTORIES OF AND TREATISES ON LITERARY AND RELATED SUBJECTS BY PERIODS, (X) GENERAL HISTORIES OF AND TREATISES ON LITERARY TYPES, (XI) GENERAL HISTORIES OF AND TREATISES ON HUNGARIAN AESTHETICS AND LITERARY CRITICISM, AND (XII) MISCELLANEOUS. THE SECOND PART LISTS 521 ENTRIES IN (XIII) ANTHOLOGIES AND SERIES, AND (XIV) SELECTED EDITIONS OF MAJOR AUTHORS' WORKS. A SPECIAL FEATURE IS THE INFORMATION ON THE LOCATION OF THE CITED WORKS IN SELECTED U.S. AND EUROPEAN LIBRARIES. THIS VOLUME IS PUBLISHED BY THE HARVARD UNIVERSITY PRESS, CAMBRIDGE, MASSACHUSETTS 02138 (AMM)

ED 014 713 48 AL 000 772

HAJDU, PETER
THE SAMOYED PEOPLES AND LANGUAGES.
URALIC AND ALTAIC SERIES, VOLUME 14.
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER P-99
REPORT NUMBER NDEA-VI-325
PUB DATE 63

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *AREA STUDIES, *ASIAN HISTORY, *CULTURE, *SAMOYED LANGUAGES, *YURAK, ANTHROPOLOGY, *BIBLIOGRAPHIES, CULTURAL TRAITS, DIALECTS, ETHNIC GROUPS, ETHNIC ORIGINS, FOLK CULTURE, LANGUAGE, NENETS, PHONETIC ANALYSIS, RACIAL CHARACTERISTICS, SELKUP, SIBERIA.

THIS VOLUME IS AN EXTENSIVELY REVISED AND EXPANDED VERSION OF AN EARLIER WORK BY THE SAME AUTHOR (PUBLICATION 76 OF THE HUNGARIAN LINGUISTIC SOCIETY, BUDAPEST, 1949). THE WRITER PRESENTS THE VARIOUS ASPECTS OF SAMOYED CULTURE, WHICH PLAYED A GREAT ROLE IN THE DEVELOPMENT OF THE CULTURE OF NORTHERN SIBERIA. HE LINKS THE SAMOYEDS WITH THE FINNO-UGRIANS, WHO SHARE A COMMON URALIC CULTURAL AND LINGUISTIC ORIGIN. SEVERAL CHAPTERS ARE DEVOTED TO CHARACTERISTICS OF THE SAMOYED LANGUAGES AND DIALECTS, AND RESEARCH WHICH HAS BEEN CARRIED OUT IN THE FIELD. AN EXTENSIVE BIBLIOGRAPHY LISTS LINGUISTIC AND ETHNOGRAPHIC WORKS ON THE

SAMOYEDS. THIS TEXT MAY BE OBTAINED FOR \$2.00 FROM THE EDITOR, URALIC AND ALTAIC SERIES, RAYL HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401 (AMM)

ED 014 714 48 AL 000 774

DECSY, GYULA
YURAK CHRESTOMATHY. URALIC AND ALTAIC SERIES, VOLUME 50.
INDIANA UNIV. OF PENNSYLVANIA
REPORT NUMBER BR-5-1269
PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *LANGUAGE INSTRUCTION, *READING MATERIALS, *YURAK, DIALECTS, GLOSSARIES, GRAMMAR, LITERATURE, MORPHOLOGY (LANGUAGES), NENETS, PHONOLOGY, SYNTAX, WESTERN SIBERIA.

THE YURAK LANGUAGE, THE MOST IMPORTANT OF THE SAMOYED LANGUAGE GROUP, IS SPOKEN BY ABOUT 25,000 YURAKS IN AN AREA WHICH EXTENDS FROM ARKHANGEL TO THE YENISEY RIVER IN NORTHWESTERN SIBERIA. THIS CHRESTOMATHY PRESENTS A GENERAL INTRODUCTION TO THE LANGUAGE AND ITS MAIN DIALECTS. PART ONE, DESCRIPTIVE GRAMMAR, IS PREFACED BY AN EXPLANATION OF THE TUNDRA AND FOREST DIALECTS, AND STANDARD YURAK. THE GRAMMAR SECTION PROPER CONTAINS A COMPREHENSIVE TREATMENT OF THE PHONOLOGY, MORPHOLOGY, AND SYNTAX. PART TWO, TEXTS, CONTAINS SHORT PROSE PASSAGES, A SAMOYED FOLK SONG RECORDED BY CASTREN, AND A SHAMAN'S RELIGIOUS CHANT. PART THREE COMPRISES A YURAK-ENGLISH GLOSSARY. THE YURAK APPEARING IN THE GLOSSARY AND IN THE READINGS IS IN ROMANIZED FORM, WITH THE EXCEPTION OF THE POETIC READING PASSAGES, WHICH APPEAR IN BOTH ROMANIZED FORM AND CYRILLIC SCRIPT. THIS TEXT MAY BE OBTAINED FOR \$3.00 FROM THE EDITOR, URALIC AND ALTAIC SERIES, INDIANA UNIVERSITY, PATTON HOUSE, BLOOMINGTON, INDIANA 47401 (AMM)

ED 014 715 48 AL 000 776

POPPE, NICHOLAS
BASHKIR MANUAL, DESCRIPTIVE GRAMMAR AND TEXTS WITH A BASHKIR-ENGLISH GLOSSARY. URALIC AND ALTAIC SERIES, VOLUME 36.

AMERICAN COUNCIL OF LEARNED SOCIETIES, NEW YORK
REPORT NUMBER P-68
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-151
PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *BASHKIR, *GRAMMAR, *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, ALPHABETS, AUTONOMOUS BASHKIR SOCIALIST SOVIET REPUBLIC, CYRILLIC ALPHABET, DESCRIPTIVE LINGUISTICS, FORM CLASSES (LANGUAGES), GLOSSARIES, ORTHOGRAPHIC SYMBOLS, PHONETIC ANALYSIS, PHONETIC TRANSCRIPTION, PHRASE STRUCTURE, READING MATERIALS, STRUCTURAL ANALYSIS.

THIS MANUAL PRESENTS A COMPREHENSIVE GRAMMAR OF THE BASHKIR LANGUAGE, A MEMBER OF THE NORTHWESTERN (KIPCHAK) BRANCH OF THE TURKIC LANGUAGE FAMILY. BASHKIR, WHICH CLOSELY RESEMBLES VOLGA TATAR, IS SPOKEN BY ALMOST ONE MILLION BASHKIRS IN THE BASHKIR SOVIET REPUBLIC. THE BASHKIR LITERARY LANGUAGE, WHICH APPEARED IN THE

1920'S, IS WRITTEN IN THE CYRILLIC ALPHABET. (PREVIOUSLY, THE TATAR LITERARY LANGUAGE WRITTEN IN THE ARABIC SCRIPT WAS USED.) SPECIAL ATTENTION IS GIVEN IN THIS MANUAL TO TRANSLITERATION AND CORRESPONDENCES BETWEEN CYRILLIC AND ENGLISH ORTHOGRAPHY. THE INTRODUCTION PROVIDES A BRIEF DESCRIPTION OF THE LINGUISTIC AREAS OF THE LANGUAGE, AS WELL AS A SELECTED LIST OF REFERENCE BOOKS. PART ONE, THE DESCRIPTIVE GRAMMAR, TREATS BASHKIR PHONOLOGY, INFLECTION, FORM AND FUNCTION CLASSES, WORD FORMATION, PHRASE AND CLASS STRUCTURE. PART TWO CONTAINS EXCERPTS FROM ORIGINAL BASHKIR PUBLICATIONS FOR READING AND TRANSLATION. THE TEXTS ARE TYPICAL OF THE BASHKIR LITERATURE AND LANGUAGE AS TAUGHT IN THE BASHKIR SCHOOLS. PART THREE IS A BASHKIR-ENGLISH GLOSSARY. A KNOWLEDGE OF LINGUISTICS (BUT NOT OF OTHER TURKIC LANGUAGES) IS ASSUMED ON THE PART OF THE READER. THIS TEXT IS PUBLISHED BY INDIANA UNIVERSITY AND MAY BE OBTAINED FOR \$3.00 FROM THE EDITOR, URALIC AND ALTAIC SERIES, RAYL HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401 (AMM)

ED 014 716 48 AL 000 780

KRUEGER, JOHN R.
YAKUT MANUAL. URALIC AND ALTAIC SERIES, VOLUME 21.

AMERICAN COUNCIL OF LEARNED SOCIETIES, NEW YORK
REPORT NUMBER P-63
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-372
PUB DATE 62

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *GRAMMAR, *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *YAKUT, BIBLIOGRAPHIES, DESCRIPTIVE LINGUISTICS, EASTERN SIBERIA, FOLK CULTURE, GEOGRAPHY, GLOSSARIES, MAPS, MORPHOLOGY (LANGUAGES), PHONETIC ANALYSIS, PHONOLOGY, READING MATERIALS, STRUCTURAL ANALYSIS, TRANSLATION, VOCABULARY, YAKUTIA (YAKUT AUTONOMOUS SOVIET SOCIALIST REPUBLIC).

THIS MANUAL IS DESIGNED AS TEACHING MATERIAL FOR THE STUDY OF YAKUT, A TURKIC LANGUAGE SPOKEN BY ABOUT 250,000 YAKUTS IN EASTERN SIBERIA (YAKUTIA). THE TEXT IS ALSO ARRANGED TO BE USED FOR SELF INSTRUCTION BY A STUDENT WITH SOME KNOWLEDGE OF ANOTHER TURKIC LANGUAGE. WHILE SUCH KNOWLEDGE IS NOT ESSENTIAL, A BASIC UNDERSTANDING OF LINGUISTICS IS ASSUMED ON THE PART OF THE READER. PART ONE, AREA HANDBOOK, CONTAINS PERTINENT GEOGRAPHICAL AND CULTURAL INFORMATION TO PROVIDE A COMPREHENSIVE BACKGROUND FOR THE STUDENT. PART TWO, GRAMMAR, IS PREFACED BY A DESCRIPTION OF THE GENERAL CHARACTERISTICS OF THE ALTAIC LANGUAGES, A CLASSIFICATION OF THE TURKIC LANGUAGES, AND THE CHARACTERISTICS AND POSITIONS OF YAKUT TURKISH. THIS INTRODUCTION IS FOLLOWED BY SECTIONS ON PHONOLOGY AND MORPHOLOGY, WHICH ARE PRESENTED IN ENGLISH ORTHOGRAPHY. PART THREE, GRADED READER, CONTAINS 80 SELECTIONS FROM YAKUT TEXTS WRITTEN IN 1948. SEVERAL SHORT POEMS AND OTHER LITERARY PIECES ARE INCLUDED ALSO. PART FOUR CONTAINS A YAKUT-ENGLISH

GLOSSARY AND A TRANSLATION KEY TO THE READING SELECTIONS. STRAHLENBERG'S YAKUT VOCABULARY (1730), A GAZETEER OF YAKUT PLACE NAMES, AND A COMPREHENSIVE BIBLIOGRAPHY ARE APPENDED. THE READING SELECTIONS AND GLOSSARY APPEAR IN CYRILLIC SCRIPT. THIS TEXT IS PUBLISHED BY INDIANA UNIVERSITY AND MAY BE OBTAINED FOR \$4.00 FROM THE EDITOR, URALIC AND ALTAIC SERIES, RAYL HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401. (AMM)

ED 014 717 48 AL 000 853

CHAVARRIA-AGUILAR, O.L.
PASHTO BASIC COURSE.
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER NDEA-VI-316-2
PUB DATE 62
CONTRACT OEC-SAE-8888
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AUDIOLINGUAL SKILLS, *LANGUAGE INSTRUCTION, *PASHTO, *AFGHAN PASHTO, BASIC SKILLS, CONTRASTIVE LINGUISTICS, EASTERN AFGHANISTAN DIALECT, PHONEMES, PHONETIC TRANSCRIPTION.

THIS STUDENT TEXT AND THE ACCOMPANYING "INSTRUCTOR'S HANDBOOK" WERE DEVELOPED FOR USE IN A ONE-YEAR, SEMI-INTENSIVE COURSE FOR NATIVE SPEAKERS OF ENGLISH. THESE MATERIALS ARE NOT DESIGNED FOR SELF INSTRUCTION, BUT ARE FOR CLASSROOM USE WITH A NATIVE SPEAKER OF PASHTO AND AN INSTRUCTOR WITH SOME KNOWLEDGE OF LINGUISTICS. THE DIALECT OF PASHTO REPRESENTED HERE IS THAT OF EASTERN AFGHANISTAN. SINCE THIS COURSE IS INTENDED TO PRESENT BASIC CONCEPTS OF PRONUNCIATION AND STRUCTURE, IT PROVIDES INTENSIVE PRACTICE IN RECOGNIZING AND PRODUCING THE PHONEMES OF THE LANGUAGE BEFORE PRESENTING POINTS OF STRUCTURE. THE ARTICULATION OF EACH SOUND IS FIRST DESCRIBED AND THEN THE INSTRUCTOR DRILLS THE STUDENTS IN RECOGNIZING AND REPEATING THE SOUND. THE LESSONS IN STRUCTURE WHICH FOLLOW THE PRONUNCIATION SECTION ARE COMPOSED OF—(1) SENTENCES WHICH PRESENT NEW FORMS, (2) NOTES ON GRAMMAR AND ALTERNATE FORMS (TO BE READ AS HOMEWORK OR COVERED IN CLASS), (3) ORAL DRILLS, AND (4) THE NEW VOCABULARY ITEMS GIVEN IN CONTEXT. ALL THE PASHTO MATERIAL IS WRITTEN IN PHONETIC TRANSCRIPTION RATHER THAN THE TRADITIONAL ARABIC SCRIPT. APPENDED ARE A "SUMMARY OF VERB TYPES" CHART AND SEVERAL VERY SHORT "MISCELLANEOUS READINGS." INFORMATION ON THIS TEXT MAY BE OBTAINED FROM THE CHAIRMAN, DEPT. OF NEAR EASTERN STUDIES, UNIV. OF MICHIGAN, ANN ARBOR, MICHIGAN 48104. (JD)

ED 014 718 48 AL 000 854

CHAVARRIA-AGUILAR, O.L.
PASHTO INSTRUCTOR'S HANDBOOK.
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER NDEA-VI-316-3
PUB DATE 62

CONTRACT OEC-SAE-8888
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *LANGUAGE INSTRUCTION, *PASHTO, *PRONUNCIATION INSTRUCTION, *TEACHING GUIDES, AUDIOLINGUAL METHODS, CONTRASTIVE LINGUISTICS,

THE MATERIALS IN THIS HANDBOOK CONSIST OF 64 PRONUNCIATION DRILLS FOR THE "PASHTO BASIC COURSE." THESE DRILLS ARE BASED ON A CONTRASTIVE ANALYSIS OF PASHTO AND ENGLISH PHONOLOGY AND ARE TO BE ADMINISTERED BY A NATIVE SPEAKER. SIXTY PASHTO ITEMS ARE INCLUDED IN EACH DRILL, 30 CONTAINING THE PARTICULAR SOUND BEING TAUGHT AND 30 CONTAINING CONTRASTING SOUNDS. THE TEACHER FIRST IDENTIFIES THE SOUND AND READS SAMPLE ITEMS. THEN THE STUDENTS LISTEN TO THE DRILLS AND CHECK OCCURRENCES OF THE SOUND IN THEIR TEXTS. IF THE CLASS HAS CORRECTLY DISTINGUISHED CONTRASTING SOUNDS, THE TEACHER THEN DRILLS THEM ON THE PRONUNCIATION OF THE SAME ITEMS. INFORMATION ON THESE MATERIALS MAY BE OBTAINED FROM THE CHAIRMAN, DEPT. OF NEAR EASTERN STUDIES, UNIV. OF MICHIGAN, ANN ARBOR 48104. (JD)

ED 014 719 48 AL 000 855

CHAVARRIA-AGUILAR, O.L.
A SHORT INTRODUCTION TO THE WRITING SYSTEM OF PASHTO.
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER NDEA-VI-316-4
PUB DATE 62

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ORTHOGRAPHIC SYMBOLS, *PASHTO, *WRITTEN LANGUAGE, ALPHABETS, ARABIC, HANDWRITING, PERSO ARABIC WRITING SYSTEM, READING,

THE PASHTO WRITING SYSTEM IS BRIEFLY DESCRIBED HERE FOR SPEAKERS OF ENGLISH. THE PRINCIPAL LETTERS AND THEIR MODIFIED FORMS ARE PRESENTED AND THE PRINCIPLES OF JUNCTURE AND WORD DIVISION ARE TREATED. THE USE OF EACH SYMBOL IS ILLUSTRATED BY EXAMPLES IN PASHTO SCRIPT WITH PHONETIC TRANSCRIPTIONS AND ENGLISH GLOSSES. THE AUTHOR IDENTIFIES THOSE FEATURES OF THIS SCRIPT WHICH WILL PRESENT PARTICULAR DIFFICULTY FOR BEGINNING STUDENTS OF THE WRITTEN LANGUAGE. THE LINGUISTIC TERMINOLOGY USED PRESUPPOSES SOME KNOWLEDGE OF LINGUISTICS OR TRAINING IN PASHTO BY THE READER. INFORMATION ON THIS DOCUMENT CAN BE OBTAINED FROM THE CHAIRMAN, DEPARTMENT OF NEAR EASTERN STUDIES, UNIVERSITY OF MICHIGAN, ANN ARBOR 48104. (JD)

ED 014 720 48 AL 000 942

MARQUEZ, ELY J.
A WORKBOOK FOR LEARNING PHILIPPINE LANGUAGES.

PUB DATE 67
EDRS PRICE MF-\$0.50 HC-\$4.52 111P.

DESCRIPTORS *AUTOINSTRUCTIONAL AIDS, *FIELD STUDIES, *STRUCTURAL ANALYSIS, *TAGALOG, *UNCOMMONLY TAUGHT LANGUAGES, APPLIED LINGUISTICS, DESCRIPTIVE LINGUISTICS, LANGUAGE INSTRUCTION, PEACE CORPS VOLUNTEERS, PHILIPPINE LANGUAGES, PHILIPPINES, WORKBOOKS.

THIS WORKBOOK WAS WRITTEN TO ENABLE PEACE CORPS VOLUNTEERS LIVING IN THE PHILIPPINES TO ANALYZE AND LEARN THE LANGUAGE SPOKEN IN THEIR REGION. IT WAS ASSUMED THAT THE VOLUNTEER WOULD HAVE SOME TRAINING IN TAGALOG BUT NOT NECESSARILY A KNOWLEDGE OF LINGUISTIC TERMS OR METHODS. THE AUTHOR ALSO ASSUMES THAT THE VOLUNTEER WILL WORK WITH A NATIVE INFORMANT AND THAT THE LANGUAGE BEING STUDIED IS SIMILAR IN PHONOLOGY AND GRAMMAR TO TAGALOG. SECTION I OF THE WORKBOOK GIVES A BRIEF OUTLINE OF BASIC PRINCIPLES OF PHONOLOGY AND MORPHOLOGY. NO SYSTEM OF PHONETIC TRANSCRIPTION IS PRESENTED. THE STUDENT IS TAUGHT TO FORMULATE AND TEST HIS OWN GRAMMATICAL RULES FOR THE LANGUAGE. SECTION II SHOWS HOW COMMON CONSTRUCTIONS ARE FORMED IN TAGALOG AND ENGLISH. THE STUDENT THEN LOOKS FOR CORRESPONDENCES OR VARIANT PATTERNS IN HIS TARGET LANGUAGE. THE FINAL SECTION LISTS COMMON, VERY USEFUL EXPRESSIONS IN ENGLISH WHICH THE VOLUNTEER MAY WISH TO TRANSLATE AT AN EARLY STAGE IN HIS ANALYSIS OF THE LANGUAGE. (JD)

SARILY A KNOWLEDGE OF LINGUISTIC TERMS OR METHODS. THE AUTHOR ALSO ASSUMES THAT THE VOLUNTEER WILL WORK WITH A NATIVE INFORMANT AND THAT THE LANGUAGE BEING STUDIED IS SIMILAR IN PHONOLOGY AND GRAMMAR TO TAGALOG. SECTION I OF THE WORKBOOK GIVES A BRIEF OUTLINE OF BASIC PRINCIPLES OF PHONOLOGY AND MORPHOLOGY. NO SYSTEM OF PHONETIC TRANSCRIPTION IS PRESENTED. THE STUDENT IS TAUGHT TO FORMULATE AND TEST HIS OWN GRAMMATICAL RULES FOR THE LANGUAGE. SECTION II SHOWS HOW COMMON CONSTRUCTIONS ARE FORMED IN TAGALOG AND ENGLISH. THE STUDENT THEN LOOKS FOR CORRESPONDENCES OR VARIANT PATTERNS IN HIS TARGET LANGUAGE. THE FINAL SECTION LISTS COMMON, VERY USEFUL EXPRESSIONS IN ENGLISH WHICH THE VOLUNTEER MAY WISH TO TRANSLATE AT AN EARLY STAGE IN HIS ANALYSIS OF THE LANGUAGE. (JD)

ED 014 721 48 AL 000 945

ROBINETT, RALPH F. AND OTHERS
BIFF AND TIFF. MIAMI LINGUISTIC READERS, INTRODUCTORY UNIT AND LEVEL ONE-A. TEACHERS MANUAL.

DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLA.

DADE COUNTY BOARD OF PUBLIC INSTR., MIAMI, FLA.

PUB DATE 65
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BILINGUAL STUDENTS, *ENGLISH (SECOND LANGUAGE), *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, BEGINNING READING, DADE COUNTY, EARLY READING, ELEMENTARY GRADES, FLORIDA, INSTRUCTIONAL AIDS, KINDERGARTEN, LANGUAGE AIDS, MIAMI, NON ENGLISH SPEAKING, READING INSTRUCTION, READING MATERIALS, READING PROGRAMS, SPANISH SPEAKING.

THIS TWO-YEAR BEGINNING READING SERIES WAS PREPARED BY A GROUP OF LINGUISTS WHICH INCLUDED RALPH F. ROBINETT, PAULINE M. ROJAS, AND PAUL W. BELL, IN COOPERATION WITH THE DADE COUNTY PUBLIC SCHOOLS, FLORIDA. (SEE RELATED DOCUMENTS ED 001 693, ED 001 694, ED 001 695, AND ED 001 696.) THIS REVISED EXPERIMENTAL EDITION COMPRISES 10 PRE-PRIMERS, PRIMERS, AND READERS FOR THE FIRST YEAR LEVEL, AND 11 TEXTS FOR THE SECOND YEAR LEVEL. EACH OF THE 22 TEXTS IS ACCOMPANIED BY A SEATWORK BOOKLET AND A TEACHER'S MANUAL. THE SERIES ALSO INCLUDES SUPPLEMENTARY CHARTS, "BIG BOOKS" 1 AND 2, FOR LANGUAGE PRACTICE AND SPECIAL WORK ON READING PROBLEMS. THIS MATERIAL WHICH WAS PREPARED SPECIFICALLY FOR THE SPANISH-SPEAKING CHILDREN IN THE DADE COUNTY PUBLIC SCHOOL SYSTEM, HAS ALSO BEEN USED WITH OTHER NON-ENGLISH SPEAKING GROUPS OF CHILDREN. THE SERIES IS PUBLISHED BY D.C. HEATH, 266 COLUMBUS AVENUE, BOSTON, MASS. 02116. (AMM)

ED 014 722 48 AL 000 946

POSTMAN, NEIL WEINGARTNER, CHARLES
LINGUISTICS, A REVOLUTION IN TEACHING.

PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *APPLIED LINGUISTICS, *METHODOLOGY, COMPOSITION SKILLS (LITERARY), DESCRIPTIVE LINGUISTICS, DIALECT STUDIES, GRAMMAR, LEXICOGRAPHY, METALINGUISTICS, PSYCHOLINGUISTICS, READING, RHETORIC, SEMANTICS, SOCIOLINGUISTICS, STRUCTURAL ANALYSIS, WRITTEN LANGUAGE.

THIS HANDBOOK OF MODERN LINGUISTICS HAS BEEN PREPARED FOR THE ADULT LAYMAN OR TEACHER WHO NEEDS A GENERAL BACKGROUND IN LINGUISTICS AS WELL AS AN UNDERSTANDING OF THE "LINGUISTIC APPROACH" AS IT IS BEING INTRODUCED IN ENGLISH TEACHING TODAY. THE AUTHORS HAVE TAKEN THE STAND THAT LINGUISTICS IS HERE TO STAY-ALONG WITH THE "NEW MATH," THE "NEW SCIENCE," AND THE "NEW SOCIAL STUDIES." PART ONE DEALS WITH THE VARIOUS ASPECTS OF LINGUISTICS AS A DISCIPLINE, AND THE IMPORTANCE OF ITS CONTRIBUTIONS "WHEN IT IS DEFINED AS THE USE OF SCIENTIFIC PROCESSES OF INQUIRY INTO THE ROLE OF LANGUAGE IN HUMAN AFFAIRS." PART TWO DISCUSSES GRAMMAR, USAGE, SEMANTICS, LEXICOGRAPHY AND DIALECT GEOGRAPHY, LINGUISTICS AND READING, AND RELATED FIELDS SUCH AS METALINGUISTICS AND PSYCHOLINGUISTICS. A TWO-PAGE CHART INDICATES THE MAJOR LINGUISTS FROM 1900 TO THE PRESENT TIME, LISTED ACCORDING TO THEIR PARTICULAR FIELD OF LINGUISTIC STUDY. A SELECTED BIBLIOGRAPHY IS ALSO INCLUDED. THIS BOOK IS PUBLISHED BY DELL PUBLISHING CO., INC., 750 THIRD AVENUE, NEW YORK, N.Y. 10017 (\$1.75). (AMM)

ED 014 723 AL 000 947

OHANNESSIAN, SIRARPI AND OTHERS
REFERENCE LIST OF MATERIALS FOR ENGLISH AS A SECOND LANGUAGE. PART I-TEXTS, READERS, DICTIONARIES, TESTS. CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

PUB DATE 64
EDRS PRICE MF-\$0.75 HC-\$6.36 157P.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *DICTIONARIES, *ENGLISH (SECOND LANGUAGE), *TEXTBOOKS, CLASSROOM MATERIALS, ESOL (ENGLISH TO SPEAKERS OF OTHER LANGUAGES) PROGRAM, LANGUAGE INSTRUCTION, READING MATERIALS, TESTING.

THIS ANNOTATED BIBLIOGRAPHY COVERS CLASSROOM MATERIALS IN THE FIELD OF ENGLISH AS A SECOND LANGUAGE PUBLISHED BETWEEN THE YEARS 1953 AND 1963. COMPREHENSIVE IN SCOPE, IT ALSO INCLUDES A FEW EARLIER "CLASSICS" IN THE FIELD. THE COMPANION VOLUME IS "PART 2, BACKGROUND MATERIALS, METHODOLOGY." THE ANNOTATIONS ARE DESCRIPTIVE RATHER THAN EVALUATIVE, AND INDICATE THE READING AUDIENCE RANGE AS WELL AS THE EDUCATIONAL LEVELS AND SPECIFIC FEATURES OF EACH VOLUME. THE FIRST SECTION COVERS GENERAL TEXT MATERIAL AVAILABLE IN THE FIELD. THE FOLLOWING TWO SECTIONS COVERING TEXT MATERIAL FOR SPECIFIC LANGUAGE BACKGROUNDS AND SPECIALIZED FIELDS. SUCCEEDING SECTIONS LIST READERS (WHICH BECAUSE OF THE NUMBER HAVE BEEN LIMITED TO AMERICAN PUBLICATIONS), DICTIONARIES, TESTS, AND EXAMINATIONS. AN AUTHOR INDEX IS APPENDED. THIS

REFERENCE LIST IS ALSO AVAILABLE FOR \$3.00 FROM THE PUBLICATIONS SECTION, CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20036. (AMM)

ED 014 724 AL 000 948

OHANNESSIAN, SIRARPI AND OTHERS
REFERENCE LIST OF MATERIALS FOR ENGLISH AS A SECOND LANGUAGE. PART 2-BACKGROUND MATERIALS, METHODOLOGY.

CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

PUB DATE 66
EDRS PRICE MF-\$0.50 HC-\$4.68 115P.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *APPLIED LINGUISTICS, *ENGLISH (SECOND LANGUAGE), *LANGUAGE INSTRUCTION, *METHODOLOGY, ESOL (ENGLISH TO SPEAKERS OF OTHER LANGUAGES) PROGRAM, INSTRUCTIONAL AIDS, LANGUAGE PROGRAMS, LANGUAGE TEACHERS, LINGUISTIC PATTERNS, LINGUISTIC THEORY, MATERIAL DEVELOPMENT, PERIODICALS, REFERENCE MATERIALS, RESOURCE MATERIALS, TEACHER EDUCATION, TEACHING METHODS, TEACHING TECHNIQUES, TESTING, TEXTBOOKS.

THIS ANNOTATED REFERENCE LIST IS A COMPANION VOLUME TO "PART 1, TEXTS, READERS, DICTIONARIES, TESTS," AND FOLLOWS THE SAME FORMAT. THE FIRST SECTION, BACKGROUND MATERIALS, COVERS TEXTS IN LINGUISTICS AND THE ENGLISH LANGUAGE, BIBLIOGRAPHIES, AND PERIODICALS. THE SECOND SECTION, METHODOLOGY, COVERS LANGUAGE TEACHING IN GENERAL, PREPARATION AND ANALYSIS OF MATERIALS, PREPARATION OF TEACHERS, LANGUAGE TESTING, AND PROGRAMS IN SPECIFIC GEOGRAPHICAL AREAS. THIS BIBLIOGRAPHY IS ALSO AVAILABLE FOR \$3.00 FROM THE PUBLICATIONS SECTION, CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20036. (AMM)

ED 014 725 AL 000 950

DILLARD, J.L.
NEGRO CHILDREN'S DIALECT IN THE INNER CITY.

PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AGE GROUPS, *NEGRO DIALECTS, *NEGRO STUDENTS, *NEGROES, *NONSTANDARD DIALECTS, *TENL, AGE GRADE PLACEMENT, BEGINNING READING, CREOLES, CULTURAL DIFFERENCES, CULTURALLY DISADVANTAGED, DIALECT STUDIES, ENGLISH INSTRUCTION, LANGUAGE DEVELOPMENT, NEGRO CULTURE, NEGRO STEREOTYPES, ORAL ENGLISH, READING DIFFICULTY, SOCIAL DIALECTS, URBAN YOUTH.

RECENT RESEARCH ON THE NATURE OF NONSTANDARD ENGLISH DIALECTS HAS INDICATED THAT CERTAIN ARCHAIC SPEECH FORMS ASSOCIATED WITH CREOLE LANGUAGES ARE PRESERVED IN THE SPEECH OF URBAN NEGRO CHILDREN. THE AUTHOR OF THIS ARTICLE BELIEVES THAT LANGUAGE PROGRAMS FOR THESE CHILDREN SHOULD BE BASED ON A MORE COMPLETE LINGUISTIC ANALYSIS OF THEIR LANGUAGE ACQUISITION PATTERNS. HE POINTS OUT THAT, ALTHOUGH NEGRO CHILDREN EVENTUALLY STOP USING THESE SPECIAL PATTERNS IN ACQUIRING PATTERNS CLOSER

TO STANDARD ENGLISH, THE CHILD'S EDUCATIONAL PROBLEMS ARE MOST CRITICAL AT JUST THAT TIME WHEN HIS DIALECT IS MOST DIFFERENT FROM STANDARD ENGLISH. THE NEGRO CHILD MUST LEARN TO READ IN STANDARD ENGLISH, A DIALECT HE CANNOT SPEAK, AND IS TAUGHT BY A TEACHER WHO USUALLY DOES NOT RECOGNIZE HOW DIFFERENT THE STUDENT'S LANGUAGE REALLY IS FROM THE ENGLISH OF HIS TEXTBOOK. FURTHER STUDY INTO THE RELATIONSHIP BETWEEN THE HISTORY OF THE ENGLISH LANGUAGE IN AMERICA AND THE STRUCTURE OF THE NEGRO NONSTANDARD DIALECT WILL NOT ONLY REVEAL HISTORICAL DATA BUT WILL PROBABLY CHANGE THE WAY STANDARD ENGLISH IS TAUGHT TO SPEAKERS OF NONSTANDARD DIALECTS. THIS ARTICLE APPEARED IN "THE FLORIDA FL REPORTER," FALL 1967 ISSUE. REPRINTS ARE AVAILABLE FOR \$0.25 FROM THE FLORIDA FL REPORTER, 801 N.E. 177 STREET, NORTH MIAMI BEACH, FLORIDA 33102. (JD)

ED 014 726 AL 000 966

BIDWELL, CHARLES E.
OUTLINE OF UKRAINIAN MORPHOLOGY. PITTSBURGH UNIV., PA.

PUB DATE 67
EDRS PRICE MF-\$0.50 HC-\$2.48 60P.

DESCRIPTORS *MORPHOLOGY (LANGUAGES), *MORPHOPHONEMICS, *UKRAINIAN, ADJECTIVES, GRAMMAR, NOMINALS, NUMBERS, PHONEMES, PHONOLOGY, PRONOUNS, STRUCTURAL ANALYSIS, VERBS, SIMILAR IN FORMAT TO THE AUTHOR'S "OUTLINE OF BIELORUSSIAN MORPHOLOGY," THIS STRUCTURALLY-ORIENTED TREATMENT OF UKRAINIAN INCLUDES SECTIONS ON -(1) PHONOLOGY, (2) MORPHOPHONEMIC ALTERNATIONS, (3) THE NOUN, (4) THE ADJECTIVE, (5) PRONOUNS, (6) NUMERALS, AND (7) THE VERB. THE AUTHOR BASES HIS FINDINGS ON PUBLISHED HANDBOOKS AND GRAMMARS AS WELL AS DATA FROM NATIVE SPEAKERS. ALL UKRAINIAN MATERIAL IS WRITTEN IN PHONEMIC TRANSCRIPTION RATHER THAN IN THE CYRILLIC ALPHABET. THIS OUTLINE IS OF VALUE TO BOTH LINGUISTS AND STUDENTS OF SLAVIC LANGUAGES AND IS ALSO AVAILABLE FOR \$0.75 FROM THE AUTHOR, UNIVERSITY OF PITTSBURGH, PITTSBURGH, PA. 15213. (JD)

ED 014 727 AL 000 968

OHANNESSIAN, SIRARPI
THE STUDY OF THE PROBLEMS OF TEACHING ENGLISH TO AMERICAN INDIANS, REPORT AND RECOMMENDATIONS. CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

PUB DATE JUL 67
EDRS PRICE MF-\$0.25 HC-\$1.92 46P.

DESCRIPTORS *AMERICAN INDIAN LANGUAGES, *AMERICAN INDIANS, *ENGLISH (SECOND LANGUAGE), ABERDEEN, ADULT EDUCATION, ALBUQUERQUE, ARIZONA, CULTURAL DIFFERENCES, CURRICULUM EVALUATION, EDUCATIONAL ADMINISTRATION, EDUCATIONAL DISADVANTAGEMENT, EDUCATIONAL ENVIRONMENT, EDUCATIONAL NEEDS, ETHNIC GROUPS, NAVAJO RESERVATION, NEW MEXICO, PHOENIX, QUESTIONNAIRES, RESEARCH PROJECTS, SOUTH DAKOTA, STUDENT EVALUATION, TEACHER ATTITUDES, TEACHER EDUCATION, TEACHER EVALUATION.

THE PURPOSE OF THE PRESENT STUDY WAS TO ASSESS THE LEARNING AND

TEACHING OF ENGLISH IN ELEMENTARY AND SECONDARY SCHOOLS AS WELL AS IN ADULT EDUCATION PROGRAMS AND SELECTED PUBLIC SCHOOLS ENROLLING AMERICAN INDIAN STUDENTS. THE MAIN PROBLEM AREAS STUDIED WERE: (1) ADMINISTRATIVE ASPECTS OF BOARDING AND DAY SCHOOLS, (2) THE PERFORMANCE, PREPARATION, RECRUITMENT, AND RETRAINING OF TEACHERS, (3) THE PERFORMANCE OF STUDENTS, AND (4) INSTRUCTIONAL MATERIALS. THE TWELVE-MAN STUDY GROUP WAS COMPOSED OF SPECIALISTS IN LINGUISTICS AND THE TEACHING OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, AMERICAN INDIAN LANGUAGES, ANTHROPOLOGY, PSYCHOLOGY OF LANGUAGE LEARNING, AND OTHER RELATED AND PERTINENT FIELDS. THIS REPORT DESCRIBES THE PREPARATION AND PROCEDURES FOLLOWED IN THE SURVEY, AS WELL AS THE MAJOR AND SPECIFIC RECOMMENDATIONS PRESENTED BY THE STUDY GROUP. THE RECOMMENDATIONS INCLUDE: (1) THE INSTITUTION OF AN INDEPENDENT NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION, (2) A RE-EXAMINATION OF PATTERNS OF SCHOOLING FOR INDIAN STUDENTS, (3) SPECIAL PREPARATION, RECRUITMENT, AND RETRAINING OF PERSONNEL, AND (4) RESEARCH PROJECTS. THIS REPORT IS ALSO AVAILABLE FOR \$1.25 FROM THE CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVE., N.W., WASHINGTON, D.C. 20036. (AMM)

ED 014 728

CG 000 059

STUART, RICHARD B.

APPLICATIONS OF BEHAVIOR THEORY TO SOCIAL CASEWORK.

EDRS PRICE MF-00.25 HC-\$1.12 26P.

DESCRIPTORS *BEHAVIOR THEORIES, *CASEWORKER APPROACH, *PSYCHOTHERAPY, *STIMULUS BEHAVIOR, *THERAPEUTIC ENVIRONMENT, BEHAVIORAL SCIENCES, CONDITIONED STIMULUS, COUNSELING, COUNSELOR ROLE, LEARNING THEORIES, OPERANT CONDITIONING, SOCIAL WORKERS, SOCIALLY MALADJUSTED, SOCIOLOGY.

BEHAVIOR THEORY CAN FORTIFY SOCIAL CASEWORK BY PROVIDING PRACTICAL LINKS BETWEEN THE IDENTIFICATION OF THE CLIENT IN DISTRESS, THE DELINEATION OF CLINICAL GOALS, THE FORMULATION OF PLANS OF INTERVENTION, AND THE MEASUREMENT OF OUTCOME. THESE BASIC ASSUMPTIONS IN THE BEHAVIORAL APPROACH ARE IMPLICIT IN THE STRUCTURE TREATMENT: (1) ALL SOCIAL BEHAVIOR IS LEARNED AND CAN BE MODIFIED, (2) ALL PSYCHOTHERAPIES INVOLVE A TEACHING AND LEARNING EXPERIENCE, AND (3) A MORE DELIBERATE APPLICATION OF LEARNING PRINCIPLES TO PSYCHOTHERAPY WOULD YIELD MORE EFFECTIVE RESULTS. AT THE OUTSET OF THERAPY, A CONTRACT IS FORMED AND GOALS SELECTED. THE THERAPIST DEVELOPS A TREATMENT PLAN, EXPLAINS ITS RATIONALE, AND MANAGES THE HIGHLY STRUCTURED THERAPEUTIC INTERCHANGE. BEHAVIOR ASSESSMENT OF STIMULI AND RESPONSES IS MADE OF DIRECTLY RELEVANT AND OBSERVABLE DATA. THE BEHAVIOR THERAPIST USES RESPONDENT AND/OR OPERANT THERAPY TO ALTER THE ENVIRONMENT AND/OR RESPONSES TO STIMULI. A CASE IS DESCRIBED TO ILLUSTRATE THIS APPROACH. TECHNIQUES OF BEHAVIOR THERAPY MIGHT BE EXTENDED TO UNMOTIVATED, SOCIALLY DISADVANTAGED CLIENTS, PUBLIC ASSISTANCE PROGRAM PARTICIPANTS, AND CLIENTS IN CORRECTIONAL SETTINGS AND CHILD GUIDANCE AGENCIES. EVERY AREA OF SOCIAL BEHAVIOR MAY BE MODIFIED BY APPLICATION OF LEARNING PRINCIPLES. (PR)

CIPANTS, AND CLIENTS IN CORRECTIONAL SETTINGS AND CHILD GUIDANCE AGENCIES. EVERY AREA OF SOCIAL BEHAVIOR MAY BE MODIFIED BY APPLICATION OF LEARNING PRINCIPLES. (PR)

ED 014 729

CG 000 060

THOMAS, EDWIN J.

THE SOCIO-BEHAVIORAL APPROACH-ILLUSTRATIONS AND ANALYSIS.

EDRS PRICE MF-00.25 HC-\$1.12 26P.

DESCRIPTORS *BEHAVIOR CHANGE, *BEHAVIOR DEVELOPMENT, *BEHAVIORAL COUNSELING, *SOCIAL WORK, *SOCIALLY DEVIANT BEHAVIOR, BEHAVIOR THEORIES, BEHAVIORAL SCIENCES, BRITISH CIVIL RESETTLEMENT UNITS, CASEWORKER APPROACH, ESSEXFIELDS DEMONSTRATION PROJECT, OPERANT CONDITIONING, SOCIAL ATTITUDES, SOCIAL WORKERS, SOCIALLY MALADJUSTED.

THE PRACTICE OF SOCIO-BEHAVIORAL THEORY CONSISTS OF THE IMPLEMENTATION OF SOCIO-BEHAVIORAL KNOWLEDGE (SBK) IN PROBLEMS INVOLVING THE CHANGE, STABILIZATION, OR CONTROL OF HUMAN BEHAVIOR, AND OF THE BEHAVIORAL SPECIFICATION OF THE ACTIVITIES OF THE HELPER. THE NATURE OF SBK IS DESCRIBED, AND INDIVIDUAL, GROUP, ORGANIZATIONAL, AND COMMUNAL MEANS OF ALTERING ASPECTS OF AN INDIVIDUAL'S BEHAVIOR ARE ILLUSTRATED BY FOUR STUDIES. SBK HAS THESE DISTINGUISHING CHARACTERISTICS: (1) IT MAINTAINS OR CHANGES BEHAVIOR, (2) EMPIRICAL CORROBORATION MAY BE SUPPLIED, AND (3) IT IS OPERATIONAL. THE MAJOR REQUISITES FOR SOCIO-BEHAVIORAL PRACTICE (SBP) ARE THAT IT IMPLEMENT SBK, AND THAT IT BE BEHAVIORALLY SPECIFIC IN FIVE AREAS. THESE AREAS ARE: (1) BEHAVIOR SPECIFICATION OF PROBLEMATIC BEHAVIOR, (2) SPECIFIC CONTEMPORANEOUS, ENVIRONMENTAL CONTROLLING CONDITIONS, (3) DESIRED BEHAVIOR IN THE FORM OF A BEHAVIORAL CURRICULA, (4) IDENTIFICATION OF THE TECHNIQUES EMPLOYED TO ACHIEVE BEHAVIORAL MODIFICATION, AND (5) SPECIFIC CONSEQUENCES OF CHANGE. PRINCIPLE JUSTIFICATION FOR THIS APPROACH IS RESEARCH INDICATION THAT IT IS MORE EFFECTIVE THAN TRADITIONAL TECHNIQUES. TWO ADVANTAGES OF SBP ARE THE APPLICATION OF KNOWLEDGE BASED UPON EMPIRICAL CORROBORATION, AND THE USE OF CONCRETE TECHNIQUES. (PR)

ED 014 730

CG 000 119

DOLE, ARTHUR A.

FACTORS IN EDUCATIONAL DECISIONS AMONG PUBLIC SCHOOL PUPILS.

PUB DATE MAR 67

EDRS PRICE MF-00.25 HC-\$0.85 20P.

DESCRIPTORS *DECISION MAKING, *EDUCATIONAL ATTITUDES, *EDUCATIONAL EXPERIMENTS, *FACTOR ANALYSIS, HIGH SCHOOL STUDENTS, INTER ITEM CORRELATION COEFFICIENTS, REASONS FOR COLLEGE (INVENTORY), RESEARCH, STUDENT INTERESTS, STUDENT MOTIVATION, VALUES, VARIMAX PROCEDURES, VOCATIONAL DEVELOPMENT, WHAT I WANT TO DO (INVENTORY), YOUR STUDY PROGRA, AND YOUR FUTU. (INV.)

THROUGH FACTOR ANALYSIS, THE STRUCTURE OF SELF-REPORTED REASONS FOR SELECTING SECONDARY SCHOOL STUDY PROGRAMS WAS EXPLORED. MAJOR FACTORS AFFECTING EDUCATIONAL DECISIONS WERE STUDY

TARGETS. SAMPLES OF PUBLIC SCHOOL PUPILS, WHO VARIED IN HETEROGENEITY, SEX, EDUCATIONAL LEVEL, LOCALE, SOCIOECONOMIC CHARACTERISTICS, AND ASPIRATIONS WERE SELECTED. THREE SEPARATE FACTOR ANALYSES WERE CONDUCTED ON THE BASIS OF SURVEY AND INVENTORY CHECKLIST RESPONSES. MAJOR GENERAL FACTORS (CONFORMITY, ACADEMIC VALUE, MATERIAL VALUE, ALTRUISTIC VALUE, SCHOOL INFLUENCE, INFLUENCE OF EXPERIENCE, SCIENCE INTEREST, AND HUMANITIES INTEREST) WERE IDENTIFIED AS AMONG THOSE CONTRIBUTING TO EDUCATIONAL DECISIONS IN THE SAMPLES. CERTAIN DECISION STRUCTURES BEFORE COLLEGE RESEMBLE FACTORS CONTRIBUTING TO COLLEGE ATTENDANCE. MANY FACTORS ARE ASSOCIATED WITH EDUCATIONAL DECISION MAKING. THE EIGHT MAJOR FACTORS ARE GENERALLY COMPARABLE TO FACTORS OBTAINED ON THE DETERMINANTS OF VOCATIONAL DECISION, EXCEPT FOR SEX, PERSONAL AND SOCIAL VARIABLES ARE NOT CLOSELY LINKED TO MOTIVATIONAL FACTOR STRUCTURES. THIS PAPER WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION, DALLAS, TEXAS, MARCH, 1967. (AF)

ED 014 731

CG 000 140

VANDENBERG, STEVEN G.

THE NATURE AND NURTURE OF INTELLIGENCE. LOUISVILLE TWIN STUDY, RESEARCH REPORT NUMBER 20.

LOUISVILLE UNIV., KY.

PUB DATE NOV 66

EDRS PRICE MF-00.50 HC-\$2.64 64P.

DESCRIPTORS *ENVIRONMENTAL INFLUENCES, *HEREDITY, *INTELLIGENCE FACTORS, BEHAVIOR, FAMILY INFLUENCE, GENETICS, INTELLIGENCE QUOTIENT, SPEECHES.

INTELLIGENCE IS COMPOSED OF SIX INDEPENDENT ABILITIES—NUMERICAL, SPATIAL, REASONING, TWO VERBAL ABILITIES (VOCABULARY SIZE AND WORK FLUENCY), AND MEMORY. THE INTERDEPENDENCE OF THESE ABILITIES ARE EXPLORED BY RESEARCH STUDIES WHICH ARE DISCUSSED IN SIX CRITERIA CATEGORIES: (1) DIFFERENTIAL PREDICTION OF SUCCESS, (2) FACTOR STABILITY ACROSS AGE RANGES, (3) CROSS-CULTURAL GENERALITY OF ABILITY PATTERNS, (4) STABILITY OVER ABILITY LEVELS, (5) DIFFERENTIAL EFFECTS OF MENTAL ILLNESS OR BRAIN DAMAGE, AND (6) DIFFERENT RATES OF DEVELOPMENT. EVIDENCE OF THE HEREDITARY COMPONENT OF INTELLIGENCE IS PRESENTED IN TERMS OF RESULTS OBTAINED FROM TWIN STUDIES. STUDIES OF INBREEDING ALSO PROVIDE DATA. THE ENVIRONMENTAL COMPONENT IS ALSO DISCUSSED. IN VIEW OF THE RESEARCH, CO-TWIN CONTROL STUDIES DESIGNED TO STUDY THE EFFECTS OF STIMULATION OF ENVIRONMENT APPEAR TO BE NEEDED. (SK)

ED 014 732

CG 000 141

VANDENBERG, STEVEN G.

HEREDITARY FACTORS IN NORMAL PERSONALITY TRAITS (AS MEASURED BY INVENTORIES). LOUISVILLE TWIN STUDY, RESEARCH REPORT NUMBER 19.

LOUISVILLE UNIV., KY.

PUB DATE AUG 66

EDRS PRICE MF-00.25 HC-\$2.16 52P.

DESCRIPTORS *HEREDITY, *INDIVIDUAL CHARACTERISTICS, *PERSONALITY, *PERSONALITY STUDIES, *TWINS,

GENETICS, PERSONALITY ASSESSMENT, QUESTIONNAIRES, RESEARCH PROJECTS, THEORIES.

RESEARCH ON HEREDITARY FACTORS IN NORMAL PERSONALITY TRAITS, AS MEASURED BY INVENTORIES, HAS BEEN LIMITED BY THE FOLLOWING FACTORS--(1) DATA DRAWN FROM ADOLESCENT, NOT ADULT, TWINS, (2) OMISSION OF MENTALLY ILL TWINS, (3) SMALL SIZE OF SAMPLES, (4) VARIABILITY STUDIED ONLY WITHIN FAMILY, (5) SMALL, ISOLATED, UNCOORDINATED STUDIES, AND (6) PROBLEMS IN BASIC PERSONALITY THEORY. IMPORTANT THEORIES DISCUSSED ARE--(1) HYMAN'S EIGHT PERSONALITY TYPES AND THREE PERSONALITY DIMENSIONS, (2) JUNG'S SYSTEM OF FUNCTIONS, (3) VERNON'S SCHEMA OF VARIOUS PERSONALITY TRAIT RELATIONSHIPS, AND (4) SCHAFER'S THREE DIMENSIONS OF PARENTAL BEHAVIOR. REPORTS OF TWIN STUDIES OF PERSONALITY ARE ANALYZED. DYADIC POLARIZATION IN IDENTICAL TWINS MAY HAVE BEEN EXAGGERATED. THERE ARE NO IMPORTANT SEX DIFFERENCES OF BOY-GIRL TWINS IN PERSONALITY. THE STABILITY OF TWIN DIFFERENCES OVER TIME HAS BEEN PARTIALLY SUBSTANTIATED. THERE ARE CONSIDERABLE HEREDITARY COMPONENTS IN PERSONALITY, BUT IT IS PREMATURE TO ESTIMATE THE PROPORTION. NEW QUESTIONNAIRES ARE NECESSARY TO STUDY THIS AREA. THE STRONGEST EVIDENCE FOR HEREDITARY FACTORS EXIST FOR EXTRAVERSION-INTROVERSION, EMOTIONALITY, AND ACTIVITY. THERE IS INDIRECT EVIDENCE FOR THE PRIMARY-SECONDARY FUNCTION, AND CONFLICTING EVIDENCE FOR NEUROTICISM. THE EVOLUTIONARY SIGNIFICANCE OF THESE PERSONALITY VARIATIONS WAS HYPOTHESIZED. (WR)

ED 014 733

CG 000 229

HAMLIN, ROY M.
A UTILITY THEORY OF OLD AGE.
PUB DATE FEB 66

EDRS PRICE MF-\$0.25 HC-\$0.92 21P.

DESCRIPTORS *BEHAVIOR THEORIES, *MOTIVATION, *OLD AGE, *PSYCHOLOGICAL PATTERNS, *TASK PERFORMANCE, MODELS, RESEARCH TOOLS, STRESS VARIABLES.

HERZBERG'S JOB SATISFACTION MODEL SERVES AS THE BASIS FOR AN ANALYSIS OF OLD AGE. THE PATTERN VARIES AMONG INDIVIDUALS, BUT THE CAPACITY FOR ORGANIZED BEHAVIOR RATHER THAN RANDOM STRESS REDUCTION SUPPLIES EACH INDIVIDUAL WITH A TASK. THE HYPOTHESIS IS THAT IF THE OLDER INDIVIDUAL REALIZES UTILITY IN HIS YEARS BEYOND 70, HE WILL RETAIN COMPETENCE AND LIVE LONGER. A TASK ORIENTATION WITH SYSTEMATIC REINFORCEMENT RELEVANCE AND CONTINUITY MAY BE NECESSARY FOR OLD AGE. A NUMBER OF SUGGESTIONS FOR FUTURE RESEARCH ON THE CONDITIONS WHICH INFLUENCE THE OLDER PERSON'S MOTIVATIONAL ENERGY AND THE POSSIBILITY OF PROGRAMMED OBJECTIVES FOR THE OLDER PERSON ARE DISCUSSED. THIS DOCUMENT MAY BE FOUND IN N. W. COPPINGER'S, THE PSYCHOLOGICAL ASPECTS OF AGING, VA CENTER, HAMPTON, VIRGINIA, MAY, 1966, PP. 113-138. (NS)

ED 014 734

CG 000 306

COPELAND, WILLIAM C. AND OTHERS
THE MMPI AS A MEASURE OF TREATMENT EFFECTS IN VOCATIONAL REHABILITATION. FINAL REPORT.

MINNEAPOLIS REHABILITATION CENTER, MINN.

PUB DATE MAY 66

EDRS PRICE MF-\$0.50 HC-\$3.32 81P.

DESCRIPTORS *EMPLOYMENT, *PERSONALITY ASSESSMENT, *PREDICTIVE VALIDITY, *VOCATIONAL REHABILITATION, CONFIGURAL SCORING METHOD, LAMBDA MODEL, MINNESOTA MULTIPHASIC PERSONALITY INVENTORY (MMPI) SCORES TO SEE IF THEY RELIABLY PREDICTED EMPLOYMENT OUTCOME AND TREATMENT EFFECTS. IT WAS DEEMED IMPORTANT FOR AGENCIES TO HAVE A METHOD OF DIAGNOSING PROBABLE RETURN-TO-WORK CLIENTS BEFORE SELECTING THOSE FOR REHABILITATION. A METHOD OF EVALUATING REHABILITATION SERVICES THROUGH MEASUREMENT OF CLIENT CHANGE WAS DEVELOPED. THE MMPI WAS ADMINISTERED TO THREE GROUPS (PILOT, CONTROL, AND CROSS-VALIDATION) UPON REFERRAL TO THE AGENCY AND FIVE WEEKS LATER. STATISTICAL ANALYSIS OF THE TEST RESULTS, MEDICAL AND DEMOGRAPHIC INFORMATION, AND THE WORK SITUATION OF THE CLIENTS PRODUCED NEGATIVE RESULTS. THE PROJECT DIRECTOR BELIEVES THAT THE STUDY FAILED TO PRODUCE RELIABLE RESULTS BECAUSE NONE OF THE PREDICTORS WERE DIRECTLY RELATED TO GOING BACK TO WORK. PROBLEMS OF GROUP SELECTION AND VARIABLE DEFINITION ARE DISCUSSED AS POSSIBLE REASONS FOR THE RESULTS. GUIDELINES FOR FUTURE RESEARCH ON SUCH PROBLEMS ARE SUGGESTED. THERE IS NOT YET AN ORGANIZED SYSTEM FOR MEASURING BEHAVIORS WHICH ARE IMPORTANT IN GETTING AND KEEPING A JOB. (NS)

ED 014 735

CG 000 415

DEMOS, GEORGE D.
ANALYSIS OF COLLEGE DROPOUTS--SOME MANIFEST AND COVERT REASONS.
PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS *COLLEGE STUDENTS, *COUNSELORS, *DROPOUT RESEARCH, *DROPOUTS, *QUESTIONNAIRES, DROPOUT ATTITUDES, INTERVIEWS.

THE REASONS STUDENTS DROP OUT OF COLLEGE WERE EXPLORED. THE SUBJECTS WERE 250 FULL-TIME STUDENTS WHO HAD WITHDRAWN FROM COLLEGE DURING ONE SEMESTER. EACH SUBJECT COMPLETED A FORM LISTING A VARIETY OF REASONS FOR WITHDRAWAL. THE STUDENTS WERE ALSO ASKED TO TALK WITH A COUNSELOR AT THEIR CONVENIENCE, FOLLOWING THE INTERVIEW, THE COUNSELOR COMPLETED A FORM GIVING AN INTERPRETATION OF THE STUDENT'S PRIMARY REASON FOR WITHDRAWAL. THERE WERE SIGNIFICANTLY MORE MALES THAN FEMALES LEAVING SCHOOL. A DISPARITY EXISTED BETWEEN REASONS FOR WITHDRAWAL AS STATED BY THE STUDENTS AND AS SEEN BY THE COUNSELOR. NEED FOR EMPLOYMENT WAS THE MOST POPULAR REASON CITED BY STUDENTS. COUNSELORS BELIEVED THE PRIMARY REASONS TO BE MOTIVATION OR POOR PERFORMANCE. IT APPEARS THAT CARE NEEDS TO BE TAKEN IN THE CLASSIFICATION OF REASONS FOR STUDENT WITHDRAWALS FROM COLLEGE. THIS SPEECH WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION, DALLAS, TEXAS, MARCH, 1967. (SK)

ED 014 736

CG 000 426

BOROW, HENRY

OCCUPATIONAL INFORMATION IN GUIDANCE PRACTICE VIEWED IN THE PERSPECTIVE OF VOCATIONAL DEVELOPMENT THEORY AND RESEARCH.

PUB DATE MAY 66

EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *BEHAVIORAL SCIENCES, *CHANGE AGENTS, *OCCUPATIONAL GUIDANCE, *OCCUPATIONAL INFORMATION, *VOCATIONAL DEVELOPMENT, ELEMENTARY SCHOOL STUDENTS, RESEARCH, SPEECHES, VOCATIONAL COUNSELING.

SYSTEMATIC EXAMINATION OF THE COUNSELEE AS A PURPOSEFUL, GOAL-SEEKING, LEARNING ORGANISM IS ADVOCATED. WHEN OCCUPATIONAL INFORMATION IS GIVEN TO A COUNSELEE, IT IS FILTERED THROUGH PSYCHOLOGICAL SETS, ATTITUDES, PRECONCEPTIONS, AND DEFENSES. VOCATIONAL GUIDANCE MUST SELECTIVELY BORROW FROM RELATED BEHAVIORAL SCIENCES. SINCE 1950, A RECONCEPTUALIZATION OF GUIDANCE HAS TAKEN PLACE. CHILDREN ACQUIRE VALUE SYSTEMS WHICH INFLUENCE THEIR CHOICE OF OCCUPATIONS. JUNIOR HIGH STUDENTS HAVE LIMITED AND QUESTIONABLE INFORMATION ABOUT OCCUPATION AND ARE NOT READY FOR COUNSELING ABOUT SPECIFIC VOCATIONAL CHOICES. WORK HAS LITTLE MEANING FOR DISADVANTAGED YOUTH. AMERICAN YOUTH IS ESTRANGED FROM OCCUPATIONAL LIFE, AND DEVELOPS BIASES AGAINST WORK FIELDS. IMPROVED OCCUPATIONAL INFORMATION USAGE MAY INCLUDE--(1) ELEMENTARY COUNSELING, (2) ORIENTATION TO WORK IN ELEMENTARY SCHOOL, AND (3) EXPERIMENTAL WORK ON THE EFFECT OF ATTITUDES AND EMOTIONAL STATES ON PERCEPTION. (THIS DOCUMENT WAS PRESENTED AT THE CONFERENCE ON OCCUPATIONAL INFORMATION AND VOCATIONAL GUIDANCE, PITTSBURGH, PENNSYLVANIA, MARCH 11-13, 1966). (SK)

ED 014 737

CG 000 458

HARMON, LINDSEY R.

PROFILES OF PH.D.'S IN THE SCIENCES, SUMMARY REPORT ON FOLLOW-UP OF DOCTORATE COHORTS, 1935-1960.

NATIONAL ACADEMY OF SCIENCES-NATIONAL RES. COUNCIL

REPORT NUMBER NAS-PUB-1293

PUB DATE 65

EDRS PRICE MF-\$0.75 HC-\$5.44 134P.

DESCRIPTORS *CAREERS, *DOCTORAL DEGREES, *FEMALES, *MALES, *SCIENCES, EDUCATION, FAMILY (SOCIOLOGICAL UNIT), FINANCIAL SUPPORT, GEOGRAPHIC LOCATION, GOVERNMENT ROLE, INCOME.

QUESTIONS ABOUT THEIR CAREERS AND BACKGROUNDS WERE POSED TO 10,000 DOCTORATE HOLDERS WHO HAD GRADUATED FROM UNITED STATES UNIVERSITIES IN 1935, 1940, 1950, 1955, AND 1960. THE SAMPLE ITSELF WAS STRATIFIED SO THAT THE MAJOR EMPHASIS WAS ON THE HEALTH RELATED SCIENCES. THE QUESTIONNAIRES REQUESTED INFORMATION ON PRESENT EMPLOYMENT, JOBS PREVIOUSLY HELD, GEOGRAPHIC LOCATION AND MIGRATIONS, DUTIES AND RESPONSIBILITIES, EARNINGS, AND FAMILY AND EDUCATIONAL BACKGROUND. SOME OF THE FINDINGS REPORTED ARE--(1) MOST RESPONDENTS WORK, OR HAVE WORKED, AT COLLEGES OR UNIVERSITIES, (2) THE PERCENTAGE OF DOCTORATE HOLDERS ENGAGED IN RE-

SEARCH HAS, AND STILL IS, INCREASING, BUT ONLY A SMALL PERCENTAGE IS EXCLUSIVELY ENGAGED IN RESEARCH, (3) WORKING WIVES AND THE GOVERNMENT ARE PROVIDING MORE AND MORE SUPPORT FOR PREDOCTORAL EDUCATION, (4) POST-DOCTORAL GOVERNMENT SUPPORT HAS INCREASED, WHILE FOUNDATION SUPPORT HAS DECREASED, (5) GEOGRAPHIC MIGRATION OF WOMEN PH.D.'S IS A FUNCTION OF THEIR MARITAL STATUS, (6) SALARY LEVELS HAVE BEEN ADVANCING STEADILY, AND (7) THE MIDWEST HAS PRODUCED 40 PERCENT OF THE DOCTORATE HOLDERS BUT EMPLOYS ONLY 26 PERCENT OF THEM. SALARY LEVELS HAVE STEADILY ADVANCED WITH EACH NEW GENERATION STARTING AT A HIGHER LEVEL. THIS DOCUMENT IS A NATIONAL ACADEMY OF SCIENCES PUBLICATION 1293, CAREER PATTERNS REPORT NO. 1. (SK)

ED 014 738 CG 000 472

NORMAN, WARRENT.
2800 PERSONALITY TRAIT DESCRIPTORS—NORMATIVE OPERATING CHARACTERISTICS FOR A UNIVERSITY POPULATION. MICHIGAN UNIV., ANN ARBOR, COLL OF LIT. SCI. ARTS
REPORT NUMBER UM-08310-1-T
PUB DATE APR 67
EDRS PRICE MF-\$1.25 HC-\$11.20 278P.
DESCRIPTORS *DATA ANALYSIS, *INDIVIDUAL CHARACTERISTICS, *PERSONALITY, *TAXONOMY, ALLPORT ORBERT LIST OF "TRAIT NAMES", COLLEGE STUDENTS, ITEM ANALYSIS, LEXICOGRAPHY, TEST CONSTRUCTION,

ALL TERMS IN CONTEMPORARY AMERICAN ENGLISH WHICH PERTAIN TO ASPECTS OF HUMAN BEHAVIOR OR PERSONAL CHARACTERISTICS WERE ASSEMBLED FROM AVAILABLE LEXICONS. THESE TERMS WERE CATEGORIZED INTO 15 RUBRICS ON THE BASIS OF JUDGMENTS OF THEIR FAMILIARITY, SPECIFICITY, AND CERTAIN BROAD SEMANTIC CRITERIA. SOME 2,800 TERMS WERE IDENTIFIED WHICH SEEMINGLY REFERRED TO RELATIVELY STABLE AND SPECIFIC "BIOPHYSICAL" TRAITS OF INDIVIDUALS. THESE WORDS WERE PRESENTED TO GROUPS OF UNIVERSITY UNDERGRADUATES TO DETERMINE FAMILIARITY LEVELS, SPECIFICITY OF CONNOTATIVE MEANING, AND A VARIETY OF PSYCHOMETRIC OPERATING CHARACTERISTICS (E.G., ENDORSEMENT RATES FOR SELF AND FOR OTHERS, DESIRABILITY, ETC.). RESULTS OF THE ANALYSIS OF THESE DATA ARE PRESENTED AND SOME OF THEIR POTENTIAL USES FOR TEST DEVELOPMENT AND PERSONALITY DESCRIPTION ARE SUGGESTED. ADDITIONAL ANALYSES CURRENTLY IN PROGRESS DIRECTED TOWARD FURTHER REFINEMENT OF THE SET AND THE DEVELOPMENT OF A STRUCTURED TAXONOMY BASED ON THESE DESCRIPTORS ARE BRIEFLY OUTLINED. (AUTHOR)

ED 014 739 CG 000 588

TILLERY, DALE AND OTHERS
SCOPE STATE PROFILE—GRADE TWELVE, 1966, MASSACHUSETTS. A DESCRIPTIVE REPORT. CALIFORNIA UNIV., BERKELEY, CTR. FOR R AND D IN ED
COLLEGE ENTRANCE EXAMINATION BOARD, NEW YORK, N.Y.
PUB DATE 66
EDRS PRICE MF-\$0.50 HC-\$3.04 74P.

DESCRIPTORS *DECISION MAKING, *EDUCATIONAL RESEARCH, *HIGH SCHOOL STUDENTS, *OCCUPATIONAL CHOICE, *RESEARCH AND DEVELOPMENT CENTERS, ACADEMIC ABILITY, ACADEMIC ABILITY TEST, DECISION MAKING SKILLS, QUESTIONNAIRES, RESEARCH PROJECTS, SCH. TO COLL. OPPORT. FOR POSTSEC. ED. (SCOPE), VOCATIONAL EDUCATION,

SCHOOL TO COLLEGE—OPPORTUNITIES FOR POST SECONDARY EDUCATION (SCOPE), IS A SIX-YEAR PROJECT WHICH SEEKS TO DISCOVER DECISION-MAKING PATTERNS AMONG HIGH SCHOOL STUDENTS. THIS REPORT ON MASSACHUSETTS, THE SECOND OF THE SERIES, GIVES MEANS, PERCENTILE RANKS, STANDARD DEVIATIONS, AND DISTRIBUTIONS ON THE VERBAL ABILITY TEST, MATH ABILITY TEST, ABILITY TEST, STUDENT QUESTIONNAIRE ITEM ANALYSIS, OCCUPATIONAL PREFERENCE ITEM ANALYSIS, ACTIVITIES PREFERENCE ITEM ANALYSIS, AND AN INTELLECTUAL PREDISPOSITION SCALE. INFORMATION ABOUT BOTH NINTH- AND TWELFTH-GRADE STUDENTS, AS A BASIS FOR LONGITUDINAL STUDIES, WAS COLLECTED ABOUT THE FOLLOWING VARIABLES—ACADEMIC ABILITY TEST SCORES, FAMILY AND HOME MILIEU, PARENTAL EXPECTATIONS, SELF-EVALUATION, VALUES, PERCEPTIONS OF SCHOOL, INFORMATION-SEEKING ACTIVITIES, OCCUPATIONAL PREFERENCES, AND INTELLECTUAL PREDISPOSITION. (WE)

ED 014 740 CG 000 610

AUGUSTINE, ROGER D.
PERSISTENCE AND ATTRITION OF ENGINEERING STUDENTS. A STUDY OF FRESHMAN AND SOPHOMORE ENGINEERING STUDENTS AT THREE MIDWESTERN UNIVERSITIES.

PUB DATE AUG 66
EDRS PRICE MF-\$0.75 HC-\$5.20 128P.
DESCRIPTORS *CAREER CHOICE, *COLLEGE CURRICULUM, *COLLEGE STUDENTS, *DROPOUTS, *ENGINEERING EDUCATION, ACADEMIC ABILITY, COLLEGE QUALIFICATION TEST, FACTOR ANALYSIS, INTERVIEWS, MALES, PERSISTENCE, QUESTIONNAIRES, RESEARCH, SCHOLASTIC APTITUDE TEST, STUDENT ATTITUDES,

BECAUSE OF DECREASING ENGINEERING ENROLLMENTS AND INCREASING ATTRITION RATES, FACTORS RELATED TO PERSISTENCE OR CHANGE IN MAJOR FIELD BY ACADEMICALLY PROFICIENT STUDENTS WERE STUDIED. THE SAMPLE, COMPOSED OF MALE STUDENTS ENTERING AS FRESHMEN AT THREE MIDWESTERN UNIVERSITIES, WAS SUBSEQUENTLY IDENTIFIED AS PERSISTERS OR NON-PERSISTERS. NON-PERSISTERS WERE DEFINED AS STUDENTS WITH AT LEAST A "C" AVERAGE WHO HAD CHANGED TO A NON-ENGINEERING MAJOR DURING THEIR FRESHMAN OR SOPHOMORE YEARS. PERSISTERS AND NON-PERSISTERS WERE MATCHED ACCORDING TO ACADEMIC POTENTIAL. A QUESTIONNAIRE WAS ADMINISTERED AND AN INTERVIEW CONDUCTED TO ASSESS THE NATURE AND IMPORTANCE OF PRE-COLLEGE AND COLLEGE EXPERIENCES INFLUENCING EDUCATIONAL AND VOCATIONAL PLANNING. STATISTICALLY, SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN PERSISTERS AND NON-PERSISTERS. NON-PERSISTERS MORE FREQUENTLY CAME

FROM LOWER MIDDLE CLASS HOMES AND WERE GRADUATED FROM CENTRAL CITY OR NON-METROPOLITAN HIGH SCHOOLS. THEY ALSO ATTACHED MORE IMPORTANCE TO SOCIAL STATUS, PRESTIGE, AND THE OPPORTUNITY TO WORK WITH PEOPLE RATHER THAN THINGS. THE AGE AT WHICH SUBJECTS FIRST CONSIDERED A CAREER IN SCIENCE OR ENGINEERING WAS FOUND INVERSELY RELATED TO PERSISTENCE IN AN ENGINEERING PROGRAM. WIDESPREAD DISSATISFACTION EXISTS AMONG PERSISTERS AND NON-PERSISTERS ABOUT THE HIGHLY STRUCTURED AND INFLEXIBLE ENGINEERING CURRICULA. RECOMMENDATIONS ARE MADE BASED UPON THE FINDINGS. (SK)

ED 014 741 CG 000 672

ABE, CLIFFORD AND OTHERS
A DESCRIPTION OF AMERICAN COLLEGE FRESHMEN. AMERICAN COLLEGE TESTING PROGRAM, IOWA CITY, IOWA
REPORT NUMBER ACT-RR-1-MAR-65
PUB DATE MAR 65
EDRS PRICE MF-\$0.50 HC-\$2.50 68P.

DESCRIPTORS *CAREER CHOICE, *COLLEGE STUDENTS, *INDIVIDUAL CHARACTERISTICS, *STUDENT ATTITUDES, ACHIEVEMENT, AMERICAN COLLEGE SURVEY, AMERICAN COLLEGE TESTING PROGRAM, ASPIRATION, FAMILY CHARACTERISTICS, RESEARCH, STUDENT INTERESTS,

THE AMERICAN COLLEGE SURVEY WAS ADMINISTERED TO 12,432 COLLEGE FRESHMEN AT 31 DIFFERENT INSTITUTIONS TO OBTAIN A MORE COMPLETE PICTURE OF THE TYPICAL COLLEGE STUDENT AND THE VARIATION AMONG STUDENTS FROM COLLEGE TO COLLEGE. THE AMERICAN COLLEGE SURVEY CONTAINS 45 SCALES WHICH CAN BE SCORED TO ASSESS STUDENT INTERESTS, POTENTIAL FOR VARIOUS ACHIEVEMENTS, ATTITUDES, AND OTHER ORIENTATIONS. STUDENTS ALSO PROVIDED INFORMATION ABOUT THEIR EDUCATIONAL AND ECONOMIC ASPIRATIONS, LIFE GOALS, SELF-RATINGS OF PERSONAL TRAITS AND ABILITIES, VOCATIONAL CHOICES, AND BACKGROUNDS. HIGH SCHOOL GRADES AND AMERICAN COLLEGE TESTING PROGRAM (ACT) SCORES WERE ALSO USED. ANALYSIS OF THE DATA REVEALED—(1) MALE FRESHMEN SHOW MORE DIVERSITY IN VOCATIONAL CHOICE AND MAJOR FIELD THAN DO WOMEN, (2) FRESHMEN HAVE HIGH ASPIRATIONS REGARDING FUTURE VOCATIONAL ACHIEVEMENT, (3) FRESHMEN ARE CONCERNED WITH THEIR INTERPERSONAL RELATIONS AND PERSONAL COMFORT, (4) MEDIAN FAMILY INCOME WAS \$8,400 FOR MALES AND \$8,700 FOR FEMALES, (5) FRESHMEN ARE COMMITTED TO A RELATIONSHIP WITH ONLY ONE MEMBER OF THE OPPOSITE SEX, (6) LIFE GOALS AND ASPIRATIONS OF STUDENTS DIFFER BETWEEN COLLEGES, AND (7) POTENTIALS FOR ACADEMIC AND EXTRA-CURRICULAR ACTIVITIES DIFFER AMONG STUDENTS AT DIFFERENT COLLEGES. THIS IS ACT RESEARCH REPORT NO. 1, MARCH 1965. (SK)

ED 014 742 CG 000 673

ABE, CLIFFORD, HOLLAND, JOHN L.
A DESCRIPTION OF COLLEGE FRESHMEN—I. STUDENTS WITH DIFFERENT CHOICES OF MAJOR FIELD.

AMERICAN COLLEGE TESTING PROGRAM,
IOWA CITY, IOWA
REPORT NUMBER ACT-RR-3-MAY-65
PUB DATE MAY 65
EDRS PRICE MF-\$0.25 HC-\$2.24 54P.

DESCRIPTORS *COLLEGE FRESHMEN,
*COLLEGE PROGRAMS, *RESEARCH, *STUDENT CHARACTERISTICS, *UNITS OF STUDY (SUBJECT FIELDS), AMERICAN COLLEGE SURVEY, AMERICAN COLLEGE TESTING PROGRAM, ANALYSIS OF VARIANCE, CAREER CHOICE, COLLEGE CURRICULUM,

COLLEGE FRESHMEN PLANNING TO MAJOR IN DIFFERENT FIELDS OF STUDY ARE DESCRIBED. THE SAMPLE STUDIED INCLUDED 12,432 COLLEGE FRESHMEN ENROLLED IN 31 INSTITUTIONS OF HIGHER EDUCATION DURING APRIL AND MAY 1964. THE AMERICAN COLLEGE SURVEY WAS USED TO ASSESS STUDENT CHARACTERISTICS. INCLUDED IN THIS SURVEY IS THE VOCATIONAL PREFERENCE INVENTORY, POTENTIAL ACHIEVEMENT SCALES, EXTRACURRICULAR ACHIEVEMENT RECORD, PRECONSCIOUS ACTIVITY SCALE, RANGE OF COMPETENCIES, INTERPERSONAL COMPETENCY SCALE, RANGE OF EXPERIENCE SCALE, INTELLECTUAL RESOURCES IN THE HOME SCALE, DOGMATISM SCALE, STUDENT ORIENTATION SURVEY, AND A FORM TO ASSESS OTHER INFORMATION SUCH AS PERSONAL DATA, EDUCATIONAL AND ECONOMIC ASPIRATIONS, LIFE GOALS, AND SELF RATINGS. MEANS AND STANDARD DEVIATIONS WERE COMPUTED FOR 117 STUDENT CHARACTERISTICS FOR EACH MAJOR FIELD WITH TEN OR MORE STUDENTS. USING SIMPLE ANALYSES OF VARIANCE, SIGNIFICANT RESULTS WERE OBTAINED FOR 52 STUDENT VARIABLES. MAJOR FIELDS WERE THEN GROUPED INTO 13 ACADEMIC AREAS AND TABLES PREPARED TO SHOW THE CHARACTERISTICS MOST DESCRIPTIVE OF THE MAJOR FIELDS COMPRISING THAT AREA. SINCE ANALYSIS OF THE TABLES SHOWS THAT STUDENTS WHO PLAN TO ENTER A FIELD DO ENTER THAT FIELD, THE RESULTS APPEAR TO HAVE SOME PRACTICAL VALUE. THIS IS ACT RESEARCH REPORT NO. 3, MAY, 1965. (SK)

ED 014 743 CG 000 706

PAUL, JOHN R.
REPORT OF THE COMMITTEE ON SCHOOL HEALTH OF THE AMERICAN ACADEMY OF PEDIATRICS.

AMERICAN ACADEMY OF PEDIATRICS,
EVANSVILLE, ILL.
PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CLINIC PERSONNEL (SCHOOL), *ELEMENTARY SCHOOL STUDENTS, *HEALTH PROGRAMS, *PHYSICIANS, *SECONDARY SCHOOL STUDENTS, ACADEMIC ACHIEVEMENT, ADOLESCENTS, ATHLETIC ACTIVITIES, COMMUNITY HEALTH SERVICES, EMERGENCY PROGRAMS, HANDICAPPED CHILDREN, HEALTH EDUCATION, HEALTH SERVICES, HYGIENE, LEARNING DIFFICULTIES, PEDIATRICS TRAINING, PHYSICAL EDUCATION, PHYSICAL FITNESS, SCHOOL NURSES,

THIS REPORT ENDEAVORS TO HELP PHYSICIANS UNDERSTAND AND IMPROVE SCHOOL HEALTH PROGRAMS (SHP). THE PHYSICIAN'S ROLE IN SCHOOL HEALTH, WITH EMPHASIS ON HEALTH APPRAISAL IS DISCUSSED. THE SCHOOL

PHYSICIAN IDENTIFIES STUDENT DISABILITIES IN A CONTINUING PROGRAM. A GOOD SHP MAY BE MOST SATISFACTORILY ACHIEVED WITH A PAID PHYSICIAN ON THE STAFF. THE ADOLESCENT'S PROGRAM SHOULD EMPHASIZE SELF-RESPONSIBILITY, WHILE THE HANDICAPPED CHILDREN'S PREVENTION, INTELLECTUAL FACTORS, PSYCHOLOGICAL FACTORS, AND ATTENDANCE PROBLEMS ARE DISCUSSED IN TERMS OF SCHOLASTIC ACHIEVEMENT. THE PHYSICIAN'S RESPONSIBILITY FOR A GOOD PHYSICAL EDUCATION PROGRAM IS REVIEWED. MEDICAL EMERGENCIES ARE CLASSIFIED AND VARYING RESPONSIBILITY IS DESIGNATED TO THE TEACHER OR SCHOOL NURSE. IN HEALTH EDUCATION, THE CONSULTATIVE ROLE OF THE PHYSICIAN IS EMPHASIZED. INSERVICE EDUCATION FOR PHYSICIANS IS RECOMMENDED. THE REFLECTIONS AND CONCLUSIONS OF A PHYSICIAN AND EDUCATOR INDICATE—(1) RELATIONSHIPS AND COMMUNICATION BETWEEN THESE TWO GROUPS HAVE IMPROVED, (2) EACH GROUP MUST REMEMBER ITS LIMITATIONS, (3) THERE IS A DISAGREEMENT ABOUT THE CONFIDENTIALITY OF PHYSICIANS' RECORDS, AND (4) COMMUNITY HEALTH SERVICE RESOURCES ARE NOT FULLY UTILIZED. THIS DOCUMENT IS AVAILABLE FOR \$2.00 FROM THE AMERICAN ACADEMY OF PEDIATRICS, P.O. BOX 1034, EVANSTON, ILLINOIS 60204. (PR)

ED 014 744 CG 000 715

SMALL, GEORGE D.

WHAT WE HAVE LEARNED FROM CURRENT PROGRAMS AND RESEARCH ABOUT DISADVANTAGED PRE-SCHOOL AND ELEMENTARY SCHOOL CHILDREN.

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *CULTURAL DISADVANTAGEMENT, *EDUCATIONAL INNOVATION, *EDUCATIONAL PROGRAMS, *ELEMENTARY EDUCATION, *EXPERIMENTAL PROGRAMS, COMPENSATORY EDUCATION PROGRAMS, CULTURAL FACTORS, DISADVANTAGED YOUTH, EDUCATIONAL DISADVANTAGEMENT, ENVIRONMENT, GUIDANCE PROGRAMS, RESEARCH,

CURRENT EDUCATIONAL PROGRAMS FOR DISADVANTAGED CHILDREN HAVE BEEN OF THREE TYPES—TRADITIONAL PATTERNS AND PRACTICES, TRADITIONAL PATTERNS WITH SOME CHANGE OR INNOVATIONS, AND INNOVATIVE PROGRAMS. A VARIETY OF INNOVATIVE PROGRAMS, BASED ON INQUIRY, DEVELOPMENT, DIFFUSION, UTILIZATION, AND EVALUATION, HAVE MOST SUCCESSFULLY MET THE REQUIREMENTS OF ASSISTING INDIVIDUAL DISADVANTAGED CHILDREN. RESEARCH HAS SUGGESTED THAT, COMPARED WITH A MIDDLE-CLASS CHILD, A DISADVANTAGED CHILD MAY HAVE A VARIETY OF EMOTIONAL, PERSONALITY, AND ATTITUDINAL DIFFERENCES IN SCHOOL, HOME AND COMMUNITY ENVIRONMENTAL CHARACTERISTICS ARE PRESENTED. OBSERVATIONS ABOUT THE USE OF TEST MATERIALS, CONCLUSIONS ABOUT SCHOOL APART FROM TEACHING AND LEARNING SITUATIONS, AND TEACHING AND LEARNING TECHNIQUES ARE OFFERED. GUIDANCE COUNSELORS, UNDER OPTIMUM CONDITIONS WITH FOCUSED AND LIMITED FUNCTIONS, HAVE BEEN A POSITIVE AND EFFECTIVE FORCE. (WR)

ED 014 745 CG 000 720

KYSAR, JOHN E.

PREVENTIVE PSYCHIATRY ON THE COLLEGE CAMPUS.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLEGE STUDENTS, *DROPOUTS, *MENTAL HEALTH, *PREVENTION, *PSYCHIATRISTS, CULTURAL DISADVANTAGEMENT, DROPOUT PREVENTION, EMOTIONAL ADJUSTMENT, HEALTH SERVICES, MENTAL HEALTH CLINICS, PSYCHOEDUCATIONAL PROCESSES,

THE ELIMINATION PROCESSES OF AMERICAN COLLEGES, DETRIMENTAL TO THE MENTAL HEALTH OF STUDENTS, ARE RESULTING IN MANY DROP-OUTS WHO ARE NOT LACKING IN ACADEMIC SKILLS. THE "SURVIVAL OF THE FITTEST" METHOD OF ELIMINATION PRESUPPOSES FAILURE OF THE STUDENTS AND OVERLOOKS PSYCHO-SOCIAL FACTORS WHICH MAY HANDICAP LOWER-MIDDLE OR LOWER CLASS STUDENTS. COLLEGE LEVEL PREVENTIVE PSYCHIATRY SHOULD BE DIRECTED TOWARD BIOLOGICAL, INTRAPSYCHIC, FAMILIAL, AND SOCIAL STRAINS WHICH DISTURB AND DISTORT STUDENTS' LEARNING EXPERIENCES, CAUSING SHORT-TERM EMOTIONAL DIFFICULTIES. EARLY RECOGNITION AND EARLY TREATMENT OF ACUTE EMOTIONAL PROBLEMS WITH SHORT-TERM THERAPY PROVIDE SUPPORT AND HELP FOR COLLEGE STUDENTS AT A FLEXIBLE STAGE IN THEIR LIVES. COLLEGES HAVE A UNIQUE OPPORTUNITY TO PROVIDE MENTAL HEALTH PREVENTION PROGRAMS. THE PSYCHIATRIST, WITH HIS SPECIAL SKILLS AND KNOWLEDGE OF THE COLLEGE, MUST ENLARGE HIS ROLE TO INCLUDE HELPING ALL STUDENTS FULFILL THEIR POTENTIAL. THIS PAPER WAS PRESENTED AT THE ILLINOIS COLLEGE MENTAL HEALTH CONFERENCE AT NORTHERN ILLINOIS UNIVERSITY, MARCH 4, 1965. IT IS A REPRINT FROM THE COMMUNITY MENTAL HEALTH JOURNAL, VOLUME 2, NUMBER 1, SPRING, 1966, PP. 27-34. (WR)

ED 014 746 CG 000 746

WERTS, CHARLES E.

PATERNAL INFLUENCE ON CAREER CHOICE.

NATIONAL MERIT SCHOLARSHIP CORP.,
EVANSTON, ILL.

REPORT NUMBER NMSC-RR-VOL-3-NO-2
PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.00 23P.

DESCRIPTORS *CAREER CHOICE, *MALES, *PARENT INFLUENCE, *SOCIAL CLASS, CHI SQUARE, COLLEGE FRESHMEN, PARENTAL BACKGROUND, PERSISTENCE, POISSON DISTRIBUTION ANALYSIS, PROFESSIONAL TRAINING, RESEARCH, STRONG VOCATIONAL INTEREST BLANK,

FATHER'S OCCUPATION WAS COMPARED WITH SON'S CAREER CHOICE FOR A SAMPLE OF 76,015 MALE, COLLEGE FRESHMEN. RESULTS INDICATED THAT CERTAIN TYPES OF FATHERS' OCCUPATIONS WERE ASSOCIATED WITH SIMILAR TYPES OF CAREER CHOICES BY SONS. BOYS WHOSE FATHERS WERE IN SCIENTIFIC OCCUPATIONS (ENGINEERS, MILITARY OFFICERS, ARCHITECTS, BIOLOGISTS, CHEMISTS, AND PHYSICISTS) WERE LIKELY TO CHOOSE CAREERS IN THE SCIENTIFIC AREA—ENGINEER, CHEMIST, PHYSICIST, ARCHITECT, MATHEMATICIAN.

AN, AND BIOLOGIST. SONS OF FATHERS IN MEDICAL FIELDS (PHARMACISTS, OSTEOPATHS, CHIROPRACTORS, OPTOMETRISTS, DENTISTS, AND PHYSICIANS) TENDED TO CHOOSE MEDICAL CAREERS-VETERINARIAN, PHARMACIST, DENTIST, AND PHYSICIAN, AND BOYS WHOSE FATHERS WERE IN OCCUPATIONS INVOLVING TEACHING OR GUIDANCE (TEACHER, SCHOOL AND COLLEGE ADMINISTRATORS, CLERGYMEN, AND SOCIAL WORKERS) GRAVITATED TOWARDS SIMILAR CAREERS, SUCH AS TEACHER, CLERGYMAN, COLLEGE PROFESSOR, SOCIAL WORKER, AND MISSIONARY. THIS DOCUMENT IS NATIONAL MERIT SCHOLARSHIP CORPORATION RESEARCH REPORT, VOLUME 3, NUMBER 2, 1967. (AUTHOR)

ED 014 747 CG 000 784

OFFER, DANIEL

STUDIES OF NORMAL ADOLESCENTS.

MICHAEL REESE HOSPITAL, CHICAGO, ILLINOIS

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.84 44P.

DESCRIPTORS *FAMILY ENVIRONMENT, *HIGH SCHOOL STUDENTS, *PSYCHOLOGICAL STUDIES, *RESEARCH, *SOCIAL ATTITUDES, ADOLESCENTS, INTERVIEWS, MENTAL HEALTH, MINNESOTA MULTIPHASIC PERSONALITY INVENTORY, MODAL ADOLESCENT PROJECT, PSYCHIATRISTS, PSYCHOLOGICAL CHARACTERISTICS, PSYCHOLOGICAL TESTS, PUBLIC HEALTH, QUESTIONNAIRES, SELF IMAGE QUESTIONNAIRE.

A STUDY TO EXAMINE THE INFLUENCE OF EXTERNAL AND INTERNAL PSYCHOLOGICAL FACTORS ON THE FUNCTIONING OF NORMAL ADOLESCENTS WAS UNDERTAKEN. A SELF-IMAGE QUESTIONNAIRE WAS DEVELOPED TO SELECT MODAL ADOLESCENTS ON THE BASIS OF HOW CLOSE THEY CAME TO PSYCHOLOGICAL NORMS. AFTER THREE YEARS, COMPLETE INFORMATION WAS OBTAINED FOR 73 BOYS. THE DATA CONSISTED OF INTERVIEWS, A PSYCHOLOGICAL TEST BATTERY, SCHOOL RECORDS, AND PARENT INTERVIEWS. IN THE HOME ENVIRONMENT, RESULTS INDICATE-(1) TEENAGERS NEED TO IDENTIFY WITH MORE THAN ONE ADULT, (2) TEENAGERS BASICALLY SHARE THEIR PARENTS' VALUES, (3) TEENAGERS ARE CONTENT WITH THEMSELVES AND THEIR ENVIRONMENT, AND (4) TEENAGERS ARE ORIENTED TOWARD THE FUTURE. ALTHOUGH THE MAJORITY OF TEENAGERS HAVE LIMITED SEXUAL EXPERIENCE, THIS INHIBITION OF THE SEXUAL URGE DOES NOT APPEAR TO HAVE PATHOLOGICAL CONSEQUENCES. A POSSIBLE LIMITATION TO THE STUDY MAY BE THE FACT THAT WHILE MANY TEENAGERS BRAG ABOUT SEX, OTHERS ARE UNWILLING TO TALK FREELY. A FOLLOWUP STUDY OF THE GROUP THROUGH COLLEGE IS EXPECTED TO OBTAIN FURTHER DATA CONCERNING THEIR DEVELOPMENT. (PR)

ED 014 748 CG 000 824

LEVENSTEIN, AARON

WORK INCENTIVES IN AN AGE OF AUTOMATION.

PUB DATE 21 MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *AUTOMATION, *TECHNOLOGICAL ADVANCEMENT, *THEORIES, *WORK ATTITUDES, PHILOSOPHY, RELIG-

ION, SELF ACTUALIZATION, SPEECHES, VOCATIONAL ADJUSTMENT.

HISTORICAL AND PHILOSOPHICAL PREMISES ABOUT THE MEANING OF WORK AND THE ROLE OF WORK IN MAN'S LIFE ARE EXPLORED. ATTITUDES TOWARD WORK CHANGE AS INCENTIVES CHANGED. WORK HAD MEANING WHEN IT MEANT SURVIVAL OR WAS CONNECTED TO A FEAR OF GOD. FREUD SAW WORK AS A FORCE WHICH BINDS MAN TO REALITY. OTHERS SEE IT AS A MEANS TO SELF-FULFILLMENT, OR AS A PROTECTION AGAINST THE CONSCIOUSNESS OF DEATH. HOWEVER, THE DEVELOPMENT OF TECHNOLOGY REQUIRES THE RESHAPING OF ATTITUDES TOWARD WORK. A LACK OF CONGRUENCY EXISTS BETWEEN THE GOALS OF THE INDIVIDUAL AND THOSE OF THE ORGANIZATION. MAN, INVOLVED IN A CHOICE BETWEEN AUTONOMY AND HIGH STANDARD OF LIVING, HAS CHOSEN THE GOOD LIFE. ALTHOUGH MARX'S EARLY WRITINGS PREDICTED THE LOSS OF INDIVIDUALISM, WORK ALIENATION IS NOT CONNECTED TO ANY POLITICAL IDEOLOGY. RATHER, IT IS CAUSED BY ANY SYSTEM UTILIZING MASS PRODUCTION PROCESSES. RELIEF FROM FEELINGS OF ALIENATION IN WORK BY MORE PROFITABLE USE OF LEISURE TIME IS NOT A SATISFACTORY SOLUTION. THE FRUSTRATIONS, RESENTMENT, AND LACK OF SELF-ESTEEM CAUSED BY WORK ALIENATION ARE CARRIED OVER INTO LEISURE PERIODS. MAN MUST DEVELOP A NEW ATTITUDE EMPHASIZING HIS ROLE AS A COOPERATIVE TEAM MEMBER RATHER THAN HIS ROLE AS AN UNINDIVIDUALIST. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETINGS OF THE AMERICAN ORTHOPSYCHIATRIC ASSN. (44TH), WASHINGTON, D.C., MARCH 21, 1967. (PS)

ED 014 749 CG 000 830

CHICKERING, ARTHUR W.

THE DEVELOPMENT OF AUTONOMY.

GODDARD COLL., PLAINFIELD, VT.

EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *COLLEGE ROLE, *COLLEGE STUDENTS, *STATISTICAL DATA, *STUDENT DEVELOPMENT, EMOTIONAL DEVELOPMENT, OMNIBUS PERSONALITY INVENTORY, RESEARCH, STERN ACTIVITIES INDEX, STUDENT COLLEGE RELATIONSHIP.

THE DEVELOPMENT OF AUTONOMY IN COLLEGE STUDENTS IS AN OUTGROWTH OF THE DEVELOPMENT OF EMOTIONAL AND INSTRUMENTAL INDEPENDENCE AND THE RECOGNITION OF INTERDEPENDENCE. THE DEVELOPMENT OF EMOTIONAL INDEPENDENCE INVOLVES DISENGAGEMENT FROM, AND REBELLIOUS FEELINGS TOWARD AUTHORITY FIGURES AND LEADS TO MATURITY WITH RECIPROCAL RESPECT FOR ADULTS AND RECOGNITION OF WEAKNESSES AND STRENGTHS IN THE SELF AND OTHERS. INSTRUMENTAL INDEPENDENCE CONSISTS OF THE ABILITY TO BE MOBILE AND CARRY ON ACTIVITIES INDEPENDENTLY. SUCH DEVELOPMENT IN THE COLLEGE ENVIRONMENT IS INFLUENCED BY TEACHING PRACTICES AND OBJECTIVES, CURRICULAR FLEXIBILITY, OFF- AND ON-CAMPUS EXPERIENCES AND RESPONSIBILITIES, AND THE QUALITY OF RELATIONSHIPS WITH OLDER PERSONS. EXCERPTS FROM SELF-EVALUATIONS WRITTEN OVER A FOUR-YEAR PERIOD BY A COLLEGE GIRL ARE PRESENTED FOR ILLUSTRATION AND INTERPRETATION. DATA RELATED TO STUDENT DEVELOPMENT IS ANALYZED. TO EVALUATE EMOTIONAL INDEPENDENCE, STUDENTS

FROM EIGHT COLLEGES WERE ADMINISTERED, IN THEIR FIRST AND FOURTH YEAR, SIX SCALES FROM THE OMNIBUS PERSONALITY INVENTORY AND THREE SCALES FROM THE STERN ACTIVITIES INDEX. INSTRUMENTAL INDEPENDENCE WAS EVALUATED AT VARIOUS PERIODS DURING THE FOUR YEARS, USING FACULTY RATINGS OF SEMESTER RECORDS BASED UPON A PREPARED FRAMEWORK. THE FACULTY ALSO RATED STUDENTS ON FOUR QUESTIONS RELATED TO RECOGNITION AND ACCEPTANCE OF INTERDEPENDENCE. (PS)

ED 014 750 CG 000 831

CHICKERING, ARTHUR W.

INSTITUTIONAL OBJECTIVES AND PATTERNS OF STUDENT CHANGE.

GODDARD COLL., PLAINFIELD, VT.

EDRS PRICE MF-\$0.25 HC-\$0.96 22P.

DESCRIPTORS *COLLEGE STUDENTS, *RESEARCH PROJECTS, *STUDENT COLLEGE RELATIONSHIP, *STUDENT DEVELOPMENT, COLLEGE ROLE, DISCRIMINANT ANALYSIS, RATING SCALES, STATISTICAL ANALYSIS, STUDENT RECORDS, TAXONOMY.

COLLEGE OBJECTIVES WERE REDEFINED AND STUDENT CHANGE EXAMINED TO DETERMINE WHETHER-(1) STUDENTS CHANGE IN COLLEGE, (2) WHEN AND WHERE CHANGE OCCURS, AND (3) DEVELOPMENTAL PRINCIPLES WHICH COULD APPLY TO STUDENT CHANGE TO FACILITATE DECISIONS. DEFINITIONAL ACTIVITIES YIELDED SIX MAJOR SUBCATEGORIES OF BEHAVIORS AND STUDENT CHARACTERISTICS-GOAL DIRECTEDNESS, PERSONAL STABILITY AND INTEGRATION, VENTURING, RESOURCEFULNESS AND ORGANIZATION, FULL INVOLVEMENT, MOTIVATION AND PERSISTENCE, AND INTERDEPENDENCE. TO DESCRIBE THE TIMING AND PATTERNS OF STUDENT DEVELOPMENT, FACULTY STUDIES OF STUDENT RECORDS WERE UNDERTAKEN WITH A PREPARED QUESTION FRAMEWORK. MOST CHANGE WAS FOUND TO OCCUR DURING THE FIRST TWO YEARS OF COLLEGE. THE PATTERNS OF VARIOUS VECTORS OF CHANGE ARE DESCRIBED. DEVELOPMENT OCCURS ACCORDING TO GENERALIZABLE SEQUENCES, AND THROUGH SEQUENCES OF DIFFERENTIATION AND INTEGRATION. DEVELOPMENT IS CONGRUENT RATHER THAN COMPENSATORY. DEVELOPMENT ALSO DECREASES AS RELEVANT CONDITIONS BECOME MORE CONSTANT. THE RELEVANCE OF THESE FINDINGS FOR INSTITUTIONS PLANNING INNOVATION AND EXPERIMENTATION IS DISCUSSED. QUESTIONS ARISING FROM THE FINDINGS ARE ALSO REVIEWED. (PS)

ED 014 751 CG 000 833

CHICKERING, ARTHUR W.

THE YOUNG ADULT-A CONCEPTUAL FRAMEWORK SUMMARY.

GODDARD COLL., PLAINFIELD, VT.

EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *COLLEGE STUDENTS, *CONCEPTUAL SCHEMES, *DEVELOPMENTAL TASKS, COLLEGE ROLE, EMOTIONAL DEVELOPMENT, INSTITUTIONAL ENVIRONMENT, INTEGRITY, INTERPERSONAL RELATIONSHIP.

THE DEVELOPMENTAL STAGE SPANNING THE YEARS FROM 18 TO 25 MUST BE STUDIED SEPARATELY FROM OTHER DEVELOPMENTAL STAGES. THE DEVELOPMENTAL TASKS OF THIS PERIOD ARE RELATED TO, BUT SUBSTANTIALLY DIFFER-

ENT FROM, THOSE OF BOTH ADOLESCENCE AND ADULTHOOD. THE SEVEN MAJOR DEVELOPMENTAL VECTORS FOR THE YOUNG ADULT INCLUDE DEVELOPMENT OF COMPETENCE, MANAGEMENT OF EMOTIONS, DEVELOPMENT OF AUTONOMY, DEVELOPMENT OF IDENTITY, FREEDOM OF INTERPERSONAL RELATIONSHIPS, AND DEVELOPMENT OF PURPOSE AND INTEGRITY. BECAUSE UNIVERSAL HIGHER EDUCATION IS BECOMING A REALITY, COLLEGES AND UNIVERSITIES MUST BROADEN THEIR PURPOSE TO INCLUDE NOT ONLY INTELLECTUAL DEVELOPMENT BUT ALSO DEVELOPMENT OF THE YOUNG ADULT IN RELATION TO THE VECTORS OUTLINED ABOVE. (PS)

ED 014 752

CG 000 844

BOLMAN, WILLIAM M.

SCHOOL PHOBIA--A SYSTEMS APPROACH.

PUB DATE 22 MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *ANXIETY, *INTERDISCIPLINARY APPROACH, *LEARNING DIFFICULTIES, *STUDENTS, EMOTIONAL PROBLEMS, SCHOOLS, SPEECHES, SYSTEMS APPROACH.

THE SCHOOL PHOBIA SYNDROME PROVIDES AN EXAMPLE OF THE SCIENTIFIC DEVELOPMENT OF A CLINICAL SYNDROME. A REVIEW OF RELEVANT LITERATURE REVEALS THAT DETERMINANTS OF THIS PHOBIA ARE INTRAPSYCHIC, INTERPERSONAL, FAMILIAL, AND COMMUNITY FACTORS. WITH SO MANY FACTORS INVOLVED, AN EXTENSION OF THE CURRENT APPROACH TO THE PROBLEM WOULD INVOLVE FAR TOO MANY DISCIPLINES. A SYSTEMS APPROACH FOR EXAMINING SCHOOL PHOBIA IS THEREFORE SUGGESTED. SUCH AN APPROACH IS PROBLEM-CENTERED RATHER THAN DISCIPLINE-CENTERED. IT VIEWS THE TOTAL FORCE FIELD RESULTING IN A PARTICULAR SYNDROME, AS WELL AS THE INTERFACES WHERE DIFFERENT FORCES INFLUENCE ONE ANOTHER. INFLUENCING THE VARIABLE ARE NINE FORCES WHICH PROGRESS FROM THE ORGANISMIC LEVEL TO THE NATIONAL LEVEL. WITHIN ANY ONE LEVEL, THERE ARE SEVERAL DIMENSIONS. THE SYSTEMS APPROACH STUDY OF THE SCHOOL PHOBIA ALSO FOCUSES ON THE END RESULT OF SCHOOLING. THUS, SCHOOL PHOBIA CAN BE VIEWED AS A SUB-CLASS OF GENERAL LEARNING DISORDERS. WITH THE QUALITY OF LEARNING AS A DESIRED END PRODUCT, A VARIETY OF STRATEGIES IS AVAILABLE. INTERDISCIPLINARY APPROACHES CAN BE USED IN SOLVING THE PROBLEM, BUT AT NO TIME SHOULD ONE LOSE SIGHT OF THE INDIVIDUAL CHILD. THIS PAPER WAS PRESENTED AT THE AMERICAN ORTHOPSYCHIATRIC ASSOCIATION CONVENTION, (44TH ANNUAL MEETING), WASHINGTON, D.C., MARCH 22, 1967. (SK)

ED 014 753

CG 000 845

BOLMAN, WILLIAM M. WESTMAN, JACK C. PREVENTION OF MENTAL DISORDER--AN OVERVIEW OF CURRENT PROGRAMS. AMERICAN PSYCHIATRIC ASSN., WASHINGTON, D.C.

PUB DATE MAR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BIBLIOGRAPHIES, *CHILDREN, *FAMILY (SOCIOLOGICAL UNIT), *MENTAL HEALTH PROGRAMS, COMMUNITY ROLE, SCHOOL ROLE.

AN OVERVIEW OF EXISTING APPROACHES TO THE PREVENTION OF MENTAL DISORDER IS PROVIDED. THE CHILD-

CENTERED PROGRAMS DISCUSSED HERE INCLUDE THOSE--(1) WHICH REDUCE THE INCIDENCE OF PRE-NATAL AND PERINATAL CASUALTY, (2) WHICH TREAT CHILDREN WITH SPECIAL DEFECTS, (3) WHICH ARE ORIENTED TOWARD THE CHILD-PARENT RELATIONSHIP, (4) WHICH ARE ORIENTED TOWARD HAZARDOUS EVENTS IN CHILDHOOD, AND (5) WHICH ARE ORIENTED TOWARD THE CHILD IN SCHOOL. THE FAMILY-CENTERED PREVENTION PROGRAMS DESCRIBED ARE ORIENTED TOWARD INTACT FAMILIES, FAMILIES IN CRISIS, CULTURALLY DEPRIVED FAMILIES, AND DISORGANIZED FAMILIES. SOCIETY-CENTERED PREVENTION PROGRAMS INCLUDE MENTAL HEALTH PLANNING PROJECTS, PROGRAMS RELATED TO ORGANIZATION AND DEVELOPMENT OF COMMUNITY RESOURCES, THE SCHOOL ROLE, AND SOCIAL ACTION APPROACHES. REFERENCES DEALING WITH, AND DESCRIBING, THE VARIOUS APPROACHES ARE INCLUDED. THIS ARTICLE IS A REPRINT FROM THE AMERICAN JOURNAL OF PSYCHIATRY, VOLUME 123, NUMBER 9, MARCH 1967, PP. 1058-1068. (PS)

ED 014 754

CG 000 859

ROSENBERG, LEON A.

THE JOHNS HOPKINS PERCEPTUAL TESTS: ITS DEVELOPMENT AND CURRENT STATUS AS A MEASURE OF INTELLECTUAL FUNCTIONING.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.00 23P.

DESCRIPTORS *CULTURE FREE TESTS, *INTELLIGENCE TESTS, *MEASUREMENT, *PERFORMANCE TESTS, *TEST CONSTRUCTION, COLUMBIA MENTAL MATURITY SCALE, CORRELATION, DRAW A PERSON, JOHNS HOPKINS PERCEPTUAL TEST, PEABODY PICTURE VOCAB. TEST, PERCEPTION TESTS, RESEARCH, TEST RELIABILITY, TEST VALIDITY.

THE JOHNS HOPKINS PERCEPTUAL TEST (JHPT), REVIEWED IN THIS PAPER, WAS DESIGNED TO MEET THE NEED FOR A BRIEF, EASILY ADMINISTERED, NON-VERBAL INSTRUMENT TO ASSESS THE INTELLECTUAL FUNCTIONING OF CHILDREN. THE DATA ON THIS INSTRUMENT INDICATES THAT IT IS RELATIVELY CULTURE FAIR AND USEFUL FOR TESTING CHILDREN WHOSE PHYSICAL HANDICAPS PRECLUDE THE USE OF STANDARD INSTRUMENTS. FOLLOWING A REVIEW OF THE RATIONALE FOR THE DEVELOPMENT OF A CULTURE FAIR INSTRUMENT, THE DEVELOPMENT OF THE JHPT IS DISCUSSED. IT WAS FOUND TO BE A REASONABLY RELIABLE AND VALID TEST OF INTELLIGENCE WHICH CAN BE ADMINISTERED BY A NON-PROFESSIONAL TO YOUNG CHILDREN. THE ISSUE OF CULTURE FAIRNESS IS NOT SO EASILY DEALT WITH AND FURTHER RESEARCH IS NEEDED. PRESENT STUDIES UTILIZING THE JHPT ARE BEING CONDUCTED BOTH IN THE UNITED STATES AND ABROAD. THE NEED FOR CULTURE FAIR INSTRUMENTS IS EXPLORED. THIS PAPER WILL BE PUBLISHED AS A CHAPTER IN THE DISADVANTAGED CHILD, VOLUME 2, SPECIAL CHILD PUBLICATIONS, SEATTLE, WASHINGTON. (SK)

ED 014 755

CG 000 863

THURSZ, DANIEL

NEW AREAS OF SOCIAL WORK FOR THE SUB-PROFESSIONAL.

PUB DATE JAN 67

EDRS PRICE MF-\$0.25 HC-\$0.80 18P.

DESCRIPTORS *COLLEGE PROGRAMS, *SOCIAL WORK, *SUBPROFESSIONALS,

*TRAINING, *VOLUNTEERS, EDUCATION, SOCIAL WORKERS, SPEECHES, VOLUNTEERS IN SERVICE TO AMERICA.

THE NEED FOR, AND TRAINING REQUIRED OF, SUB-PROFESSIONALS IN SOCIAL WORK IS EXPLORED. THERE ARE NOT AS MANY PROFESSIONAL SOCIAL WORKERS AS ARE NEEDED. OVERTRAINING FOR CERTAIN TASKS AND DYSFUNCTIONAL EDUCATION WOULD RESULT IF ALL PART-TIME AND FULL-TIME VOLUNTEERS WERE REPLACED BY PROFESSIONALS. AT PRESENT, THE NEED FOR MANPOWER IN THE SOCIAL SERVICES IS BEING MET, IN PART, BY SOME FORM OF UNDERGRADUATE SOCIAL WORK EDUCATION. SOME OF THESE UNDERGRADUATE PROGRAMS, IN PARTICULAR, THOSE AT THE UNIVERSITY OF OREGON, PURDUE, AND THOSE SPONSORED BY THE CRUSADE FOR POVERTY, AND THE ELEANOR ROOSEVELT FOUNDATION ARE DISCUSSED. ALTHOUGH UNIVERSITY BASED PROGRAMS ARE DESIRABLE, A COMPLETE OVERHAUL OF SOCIAL WORK EDUCATION WOULD BE REQUIRED. STANDARDS WOULD NOT BE LOWERED, BUT DIFFERENTIATION AND CLARITY OF OBJECTIVES WOULD RESULT. THERE ARE MANY SERVICES WHICH NEED NOT BE RENDERED BY PEOPLE POSSESSING GRADUATE SOCIAL WORK DEGREES. THE RAMIFICATIONS OF THE VISTA PROGRAM ARE ALSO DISCUSSED. A NEED TO TRAIN GRADUATE STUDENTS FOR SUPERVISION AND TO TRAIN SUB-PROFESSIONALS HAS DEVELOPED. IMPRESSIVE DATA HAS BEEN OBTAINED ABOUT THE ACTIVITIES OF VISTA VOLUNTEERS. THIS NEW SUB-PROFESSIONAL'S CONTRIBUTION MUST BE RECOGNIZED AND UTILIZED. THIS PAPER WAS DELIVERED AT THE COUNCIL OF SOCIAL WORK EDUCATION ANNUAL MEETING (15TH), SALT LAKE CITY, UTAH, JANUARY 24-27, 1967. (SK)

ED 014 756

CG 000 864

AN UNDERGRADUATE SOCIAL WORK EDUCATION MODEL FOR THE MULTIVERSITY. PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS *COLLEGE CURRICULUM, *COLLEGE STUDENTS, *EDUCATION, *PROFESSIONAL TRAINING, *SOCIAL WORKERS, CORE CURRICULUM, PILOT PROJECTS, RESEARCH, SOCIAL WORK.

AN UNDERGRADUATE LEVEL SOCIAL WORK PROGRAM IN A MULTIVERSITY SETTING (THE UNIVERSITY OF MINNESOTA) IS DESCRIBED, AND RESEARCH QUESTIONS RELATED TO THIS EDUCATIONAL MODEL ARE RAISED. THE PROGRAM OFFERS A SINGLE-TRACK SEQUENCE WITH INNER FLEXIBILITY TO MEET THE DIVERSE NEEDS OF A DIVERSE STUDENT BODY. THE INTERDISCIPLINARY CURRICULUM CENTERS AROUND THREE CORE COURSES WHICH PROVIDE THE PRIMARY SOURCE OF SOCIAL WORK IDENTIFICATION AND INFORMATION. INSTEAD OF FIELD WORK, THE PRIMARY EMPHASIS IS ON LABORATORY COMPONENTS OF CORE COURSES WHICH ENCOURAGE VARIOUS LEVELS AND TYPES OF COMMUNITY INVOLVEMENT. ADVISING IS HANDLED BY PROGRAM SPECIALISTS. A STUDY SPONSORED BY THE NATIONAL INSTITUTE OF MENTAL HEALTH SEEKS TO ANSWER SEVERAL FUNDAMENTAL QUESTIONS ABOUT THE EDUCATIONAL MODEL PRESENTED. IT IS HOPED THAT THE RESEARCH EFFORTS OUTLINED IN THE PAPER WILL BE THE BEGINNING OF A SYSTEMATIC ATTEMPT TO GAIN GREATER UNDERSTANDING OF PRE-SOCIAL WORK EDUCATION IN A LARGE UNIVER-

SITY AND MEANS OF IMPROVING SUCH A PROGRAM. THIS PAPER WAS PRESENTED AT THE AMERICAN ORTHOPSYCHIATRIC ASSOCIATION CONVENTION, (44TH ANNUAL MEETING), WASHINGTON, D.C., MARCH, 1967. (SK)

ED 014 757 CG 000 866

WESTMAN, JACK C. AND OTHERS
NURSERY SCHOOL BEHAVIOR AND LATER SCHOOL ADJUSTMENT.
PUB DATE JUL 67
DOCUMENT NOT AVAILABLE FROM EDHS.

DESCRIPTORS *ADJUSTMENT (TO ENVIRONMENT), *BEHAVIOR, *NURSERY SCHOOLS, *PREDICTION, *RESEARCH, *STUDENT ADJUSTMENT, BEHAVIOR RATING SCALES, CHILDREN, FAMILY RELATIONSHIP, GAMMA STATISTICAL METHOD, MENTAL HEALTH CLINICS, PEER RELATIONSHIP, STUDENT RECORDS, TEACHER EVALUATION.

THE RELATIONSHIP BETWEEN BEHAVIOR AND PERSONALITY TRAITS OBSERVED EARLY AND LATER IN LIFE IS EXPLORED IN THIS PAPER. IN PARTICULAR, THE POSSIBILITY OF IDENTIFYING CHILDREN DURING NURSERY SCHOOL YEARS WHO LATER SHOW SIGNS OF MALADJUSTMENT IS EXPLORED. A SAMPLE OF 130 CHILDREN WHO ATTENDED A PRIVATE NURSERY SCHOOL BETWEEN 1945 AND 1950 WAS SELECTED. DATA WAS OBTAINED FROM NURSERY SCHOOL RECORDS AND THE CUMULATIVE RECORDS KEPT BY THE SCHOOL SYSTEM. BOTH SETS OF RECORDS WERE REVIEWED INDEPENDENTLY AND RATED BY THREE CLINICIANS. INTERRATER RELIABILITY RANGED FROM .73 TO .92 ON ALL BUT TWO CRITERIA. INFORMATION ON USAGE OF MENTAL HEALTH SERVICES WAS OBTAINED FROM SCHOOL PERSONNEL FILES, COMMUNITY PSYCHIATRIC CLINIC FILES, AND CASELOADS OF PRIVATE PSYCHIATRISTS. A GAMMA STATISTICAL METHOD OF ANALYSIS WAS UTILIZED. EARLY ADJUSTMENT PROBLEMS TEND TO PERSIST IN LATER LIFE. THE MOST VALUABLE JUDGMENTS AT THE NURSERY SCHOOL LEVEL FOR PREDICTING LATER USE OF MENTAL HEALTH SERVICES WERE TEACHER'S EVALUATIONS OF PEER RELATIONSHIPS, BEHAVIORAL ECENTRICITY, AND FAMILY RELATIONS. THIS DOCUMENT WAS PRESENTED AT THE AMERICAN ORTHOPSYCHIATRIC ASSOCIATION CONVENTION, SAN FRANCISCO, CALIFORNIA, 1966. IT IS A REPRINT FROM THE AMERICAN JOURNAL OF ORTHOPSYCHIATRY, VOLUME 37, NUMBER 4, JULY, 1967, PP. 725-731. (SK)

ED 014 758 CG 000 883

MACLENNAN, BERYCEW.

THE GROUP AS A REINFORCER OF REALITY.-A POSITIVE APPROACH IN THE TREATMENT OF ADOLESCENTS.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *ADOLESCENTS, *GROUP THERAPY, *INTERPERSONAL RELATIONSHIP, *SELF HELP PROGRAMS, CULTURAL DISADVANTAGEMENT, INTERGROUP RELATIONS, PERSONALITY CHANGE, PSYCHOTHERAPY, SCHOOL COMMUNITY PROGRAMS, SELF CONCEPT, SOCIAL DISADVANTAGEMENT.

THE STRUCTURAL AND DYNAMIC IMPLICATIONS OF DEALING WITH ADOLESCENT PROBLEMS AS A NORMAL PART OF LIFE, RATHER THAN IN TERMS OF

PATHOLOGY, INCLUDE THE AIM OF INTERVENTION, THE EFFECTS OF PSYCHOTHERAPY, THE DESIRE FOR INTRAPSYCHIC CHANGE, THE ADOLESCENT PERSONALITY AND PROBLEMS, THE PERSON'S PERCEPTION OF HIS ROLE, THE STRUCTURE OF THE THERAPEUTIC RELATIONSHIP, AND THE PERCEPTION OF CHANGE AS ASSISTANCE IN PERSONAL DEVELOPMENT. SELF-DEVELOPMENT AND GROUP INTERACTION EFFECT CHANGE IN THESE AREAS-IMPROVING THE ADOLESCENT'S SELF CONCEPT, HIS PERCEPTION OF REALITY AND THE OPTIONS AVAILABLE TO HIM, AND HIS CAPACITY TO MOBILIZE HIMSELF, TAKE RESPONSIBILITY, AND RELATE MORE POSITIVELY TO OTHERS. GROUP EXPERIENCES REINFORCE EACH OTHER WITH THE EMPHASIS ON HUMAN RELATIONS. PERSONAL DEVELOPMENT IS ENHANCED THROUGH FORMAL CLASSES, FAMILY-LIFE EDUCATION GROUPS, SCHOOL PSYCHOLOGY CLASSES, MANAGEMENT OF THE SCHOOL ITSELF, TUTORING OTHERS, AND IMPROVING THE NEIGHBORHOOD CLIMATE. INTEGRATED PROGRAMS COMBINE AND ADAPT THE SOCIAL SYSTEMS AND INDIVIDUAL PSYCHOTHERAPEUTIC APPROACHES INTO A METHOD FOR AIDING GENERAL PERSONAL DEVELOPMENT IN THE CONTEXT OF THE INDIVIDUAL'S LIFE SPACE. (WR)

ED 014 759 CG 000 884

MACLENNAN, BERYCEW. LEVINE,

MYRNAS.

EVALUATION ISSUES IN PROGRAMS FOR DISADVANTAGED CHILDREN, THE USE OF NON-TEST PROCEDURES.

EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *COUNSELING PROGRAMS, *DISADVANTAGED YOUTH, *EDUCATIONAL RESEARCH, *EVALUATION, *PROGRAM EFFECTIVENESS, CULTURALLY DISADVANTAGED, ENVIRONMENT, EVALUATION METHODS, PROGRAMS.

THE DIMENSIONS OF PROGRAM EVALUATION ARE OUTLINED, SOME NON-TEST METHODS WHICH CAN BE USED ARE DESCRIBED, AND THE IMPORTANCE OF MONITORING AND CONTROLLING THE INTERVENTION ARE STRESSED. THE IMPORTANCE OF TEAMWORK BETWEEN EVALUATORS AND INTERVENTIONISTS IS ILLUSTRATED AND THE VALUE OF SUCH AN APPROACH IN FURTHERING THE CLEAR CONCEPTUALIZATION AND REFINEMENT OF PROGRAMS IS DISCUSSED. SOME PROBLEMS RELEVANT TO PROGRAMS FOR DISADVANTAGED CHILDREN ARE EXAMINED. THE POTENTIAL CAPACITIES OF DISADVANTAGED CHILDREN ARE NOT REFLECTED BY PAST AND PRESENT PERFORMANCE. IN EVALUATING THE EFFECTIVENESS OF INTERVENTION, THE REACTIONS OF THE ENVIRONMENT AS WELL AS THE RESPONSES OF THE SUBJECT MUST BE EXAMINED. UNLESS FAVORABLE CHANGES IN THE INDIVIDUAL ARE SUPPORTED BY THE ENVIRONMENT, SUCH CHANGES ARE UNLIKELY TO BE MAINTAINED. (WR)

ED 014 760 CG 000 886

GIL, DAVID G. AND OTHERS

NATIONWIDE EPIDEMIOLOGIC STUDY OF CHILD ABUSE. PROGRESS REPORT.

BRANDEIS UNIV., WALTHAM, MASS., FLORENCE HELLER GR

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.00 23P.

DESCRIPTORS *CHILD ABUSE, *CHILD WELFARE, *RESEARCH PROJECTS, *SO-

CIAL WELFARE, *SOCIALLY DEVIANT BEHAVIOR, CHILD REARING, EVALUATION, FAMILY CHARACTERISTICS, FAMILY ENVIRONMENT, FAMILY PROBLEMS, PARENT CHILD RELATIONSHIP, SOCIAL AGENCIES, SOCIAL PROBLEMS, SOCIAL SERVICES, STATE LAWS.

THE PROGRESS REPORT ON THE NATIONWIDE EPIDEMIOLOGIC STUDY OF CHILD ABUSE REVIEWED THE STUDY FOCI OF THE SURVEY, THE SCOPE OF PARTICIPATION, THE BASIC AND COMPREHENSIVE LEVELS OF THE DATA COLLECTION, AND PARTICIPATION OF TWO NON-PUBLIC AGENCIES FOR ESTIMATES AND COMPARISON. PRELIMINARY FINDINGS OF A CALIFORNIA PILOT STUDY ON CHILD ABUSE WERE REPORTED WITH A TABLE OF NON-ABUSE CASES, A SUMMARY OF 60 CHARACTERISTICS OF VICTIMS, HOUSEHOLDS, HOUSEHOLD HEADS, PERPETRATORS, AND CIRCUMSTANCES SURROUNDING THE INCIDENT, AND 14 OBSERVATIONS DRAWN FROM THE DATA. THE FINAL REPORT OF THE 1965 SURVEY OF PUBLIC KNOWLEDGE AND ATTITUDES CONCERNING CHILD ABUSE HAD BEEN DELAYED. REPORTS AND INTERPRETATIONS OF INCOMING INFORMATION WERE PRESENTED IN 1966, AT 12 CONFERENCES LISTED. FIELD WORK AND DATA COLLECTION WILL BE CONCLUDED BY JUNE 30, 1968. PROCESSING, ANALYSIS, REPORTING, AND INTERPRETATION WILL BE CONCLUDED BY JUNE 30, 1969, AND WILL INCLUDE A CLINICAL INTERVIEW SUBSTUDY IN TWO SAMPLING UNITS. ADDITIONAL STAGES IN THE PROPOSAL WILL ALSO BE INVESTIGATED. (WR)

ED 014 761 CG 000 893

GREGORY, FRANCIS A. AND OTHERS

REPORT OF THE INTERAGENCY TASK FORCE ON COUNSELING.

DEPARTMENT OF LABOR, WASHINGTON, D.C.

PUB DATE SEP 67

EDRS PRICE MF-\$0.50 HC-\$4.52 111P.

DESCRIPTORS *COUNSELOR TRAINING, *COUNSELORS, *FEDERAL AID, *MANPOWER NEEDS, COUNSELING SERVICES, COUNSELOR FUNCTIONS, DEVELOPMENT, ELEMENTARY SCHOOL COUNSELORS, FINANCIAL NEEDS, LEGISLATION, PROFESSIONAL TRAINING, REHABILITATION COUNSELING, RESEARCH, SECONDARY SCHOOL COUNSELORS, SPECIAL COUNSELORS, SUBPROFESSIONALS, VOCATIONAL COUNSELING.

COUNSELORS NEED PROJECTIONS OBTAINED FROM VARIOUS FEDERAL AGENCIES FAR EXCEED THE CURRENT AND PROJECTED SUPPLY UNDER EXISTING CONDITIONS. TO MEET THIS NEED, IT IS NECESSARY TO-(1) RECRUIT AND TRAIN MORE COUNSELORS, (2) PREPARE COUNSELORS FOR NEW DUTIES AND RESPONSIBILITIES, (3) MAKE MAXIMUM USE OF PRESENTLY EMPLOYED COUNSELORS, AND (4) PROVIDE MORE TRAINING FOR PRESENTLY EMPLOYED COUNSELORS WITHOUT COMPLETE PROFESSIONAL PREPARATION. THIS PROGRAM CAN BE MOST EFFECTIVELY IMPLEMENTED BY COORDINATION BETWEEN FEDERAL AGENCIES AND APPROPRIATE PROFESSIONAL ORGANIZATIONS. FOR THE NEXT FEW YEARS, FUNDING FOR EXPANSION WILL COME LARGELY FROM THE FEDERAL GOVERNMENT. WHILE IMMEDIATE AND VAST EXPANSION IS NOT FEASIBLE, EXISTING PROGRAMS SHOULD BE STRENGTHENED AND NEW PROGRAMS INITIATED. LEGISLATION TO SUPPORT

GRADUATE, FIRST YEAR COUNSELOR TRAINING IS ADVOCATED. THIS LEGISLATION SHOULD SUPPORT TRAINING AND DEMONSTRATION PROGRAMS INVOLVING SUPPORT PERSONNEL. SUPPORT PERSONNEL, UNDER THE SUPERVISION OF PROFESSIONAL COUNSELORS, RANGE FROM CLERICAL ASSISTANTS TO SPECIALIZED TECHNICIANS. RESEARCH AND DEVELOPMENT NEEDS IN COUNSELING ARE EXAMINED. SUGGESTIONS FOR PARTICULAR RESEARCH PROJECTS ARE MADE AND THE NEED FOR COLLECTION, CLASSIFICATION, AND DISSEMINATION OF INFORMATION ON COUNSELING RESEARCH AND PRACTICE IS EXPLORED. (SK)

ED 014 762

CG 000 899

GUZZETTA, CHARLES

THE STUDENT AS LEARNER.

EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *EDUCATION, *INNOVATION, *LEARNING PROCESSES, *LEARNING THEORIES, *SOCIAL WORKERS, INDIVIDUALIZED PROGRAMS, LEARNING EXPERIENCE, SPEECHES.

LEARNING THEORIES, METHODOLOGIES, AND PROCESSES ARE DISCUSSED, AND THEIR RELATIONSHIPS TO SOCIAL WORK EDUCATION MARKED. EARLY DISCUSSIONS CENTERED ON WHETHER LEARNING RESULTED FROM SPECIFIC RESPONSES TO SPECIFIC STIMULI OR GENERALIZED RESPONSES TO ENVIRONMENTAL CONDITIONS. TODAY, MOST THEORIZING HAS CONCENTRATED ON SPECIFIC TYPES OF LEARNING, RESULTING IN THE DEVELOPMENT OF MANY EDUCATIONAL INNOVATIONS. THESE INNOVATIONS INCLUDE "EDUCATIONAL HARDWARE" AND CORPORATION MERGERS WHICH HAVE ENABLED EDUCATORS TO TEACH MORE, BETTER AND MORE EFFECTIVELY. THE DANGER LIES IN VIEWING PEOPLE AS OBJECTS TO BE PROCESSED, SORTED, AND GRADED AS WELL AS IN THE TENDENCY TO DO WHAT IS TECHNOLOGICALLY EFFICIENT RATHER THAN PROFESSIONALLY GOOD. DECISIONS ABOUT WHAT NEEDS TO BE TAUGHT SHOULD BE MADE, AND TECHNOLOGICAL INNOVATIONS TO CONNECT LEARNING THEORY WITH THE ACT OF TEACHING SHOULD BE USED. THE STUDENT NEEDS TO BE VIEWED AS A PERSON AND NEEDS TO BE TAUGHT BROADENING CONTENT. INDIVIDUALIZED INSTRUCTION, WITH TEACHER-PUPIL INTERACTION, IS NECESSARY. THE STUDENT IS INHERENTLY RESPONSIBLE FOR HIS OWN LEARNING. DIFFERENCES OF OPINION ABOUT THE GOAL AND PROCESS OF EDUCATION CAN BE RESOLVED. THE PRINCIPLES OF VARIOUS LEARNING THEORIES ALL NEED TO BE UTILIZED, EACH IN ITS PLACE, AND EACH WHERE ITS APPLICATION WOULD BE MOST BENEFICIAL. (SK)

ED 014 763

24

CG 000 911

GOLDSTEIN, BERNARD AND OTHERS
SOCIAL AND CULTURAL FACTORS RELATED TO SCHOOL ACHIEVEMENT. FINAL REPORT.

RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.

REPORT NUMBER CRP-2071

REPORT NUMBER BR-5-1057

PUB DATE JUN 67

CONTRACT OEC-4-10-043

EDRS PRICE MF-\$1.75 HC-\$18.24 454P.

DESCRIPTORS *CULTURAL FACTORS, *NEGRO STUDENTS, *READING ACHIEVEMENT, *SOCIAL INFLUENCES, *URBAN AREAS, ACADEMIC ACHIEVEMENT, ATTITUDES, CHI SQUARE, FAMILY CHARACTERISTICS, PEER RELATIONSHIP, PERSONAL VALUES, QUESTIONNAIRES, READING TESTS, TEACHER CHARACTERISTICS, TEACHER INFLUENCE, TEST RESULTS, TESTS OF SIGNIFICANCE.

THE FAMILY CHARACTERISTICS, PEER RELATIONS, PERSONAL VALUES, AND ATTITUDES WHICH DISTINGUISH BETTER FROM POORER READERS, AND TEACHER CHARACTERISTICS RELATED TO IMPROVEMENT OR DECLINE IN READING ABILITY BETWEEN THIRD AND SIXTH GRADE TESTING POINTS, WERE INVESTIGATED. INTERVIEWS WERE CONDUCTED WITH 705 6TH, 8TH, 10TH AND 12TH GRADE STUDENTS WHO WERE NEARLY ALL NEGRO. AN ADDITIONAL 758 STUDENTS IN THE SAME GRADES COMPLETED A QUESTIONNAIRE. THE SAMPLE WAS SELECTED FROM THIS UNIVERSE ON THE BASIS OF AVAILABILITY OF THIRD AND SIXTH GRADE READING SCORES AND GROWTH IN READING ABILITY DEMONSTRATED BETWEEN THESE TWO POINTS. ALSO INTERVIEWED WERE THIRD, FOURTH, AND FIFTH GRADE TEACHERS WHO COULD BE MATCHED WITH STUDENTS IN THE SAMPLE. BASED ON THEIR READING ABILITY MEASURES, THREE CATEGORIES OF STUDENTS WERE COMPARED WITH RESPECT TO SOCIAL AND CULTURAL CHARACTERISTICS. STUDENTS WERE ALSO COMPARED ON THE BASIS OF SEX AND GRADE LEVEL. SOME FACTORS WERE CONCEIVED AS POSSIBLY AFFECTING READING LEVEL AND GROWTH, WHILE OTHERS WERE BELIEVED TO BE AFFECTED BY THOSE FACTORS. DESPITE FAVORABLE ATTITUDES AND ORIENTATIONS TOWARD SCHOOL AND TEACHERS, MOST STUDENTS SHOW A DECLINE IN READING ABILITY BETWEEN THE THIRD AND SIXTH GRADES. VERY FEW VARIABLES SEEM STRONGLY ASSOCIATED WITH ABILITY OR GROWTH. IT IS TENTATIVELY CONCLUDED THAT STUDENT PERFORMANCE IS A FUNCTION OF THE INTERACTIONS BETWEEN PERSONAL, PEER OR FAMILIAL CHARACTERISTICS, AND SCHOOL CHARACTERISTICS. (SK)

THE VARIABLE, ACADEMIC MOTIVATION (N AC), WAS MEASURED BY A PROJECTIVE TEST. A SCORING MANUAL WITH HIGH INTER-SCORER RELIABILITY WAS ALSO PREPARED. THE 1964 FRESHMAN CLASS OF GEORGETOWN UNIVERSITY (N EQUALS 957) PARTICIPATED IN THE STUDY. ACADEMIC MOTIVATION CORRELATED POSITIVELY AND SIGNIFICANTLY FOR BOTH MALE AND FEMALE STUDENTS WITH GRADE POINT AVERAGE (GPA) AT THE END OF THE FIRST YEAR IN COLLEGE. THE CORRELATIONS WERE HIGHER WITH SECOND SEMESTER GRADES IN CONTRAST TO FIRST SEMESTER GRADES, AND CONSISTENTLY HIGHER FOR FEMALE STUDENTS. FURTHERMORE, N AC SIGNIFICANTLY DISCRIMINATED THE HIGH FROM THE LOW ACHIEVERS, EVEN WITHIN THE SAME LEVELS OF INTELLECTUAL ABILITY. OF ALL THE SUBTESTS THAT COMPRISE N AC, INSTRUMENTAL ACTIVITY CORRELATED MORE SIGNIFICANTLY WITH THE CRITERION (GPA) THAN ANY OTHER, INCLUDING THE TOTAL SCORE. THE PRESENT STUDY HAS ALSO SHED LIGHT ON WHAT MOTIVE REALLY IS, AND HOW IT SHOULD BE MEASURED BY PROJECTIVE TESTS. ACADEMIC MOTIVATION WAS ALSO FOUND TO BE RELATED TO A GREAT NUMBER OF OTHER VARIABLES WHICH CORRELATE IN A SIMILAR MANNER WITH GPA. THEREFORE, N AC MAY BE A SIGNIFICANT VARIABLE IN THE STUDY, AND PREDICTION OF ACADEMIC PERFORMANCE MAY SUMMARIZE SYSTEMATIC VARIATIONS IN OTHER VARIABLES EQUALLY RELATED TO PERFORMANCE. (SK)

ED 014 764

CG 000 914

CORTES, JUAN B. AND OTHERS

RELATIONSHIP BETWEEN MEASURES OF ACADEMIC MOTIVATION AND ACHIEVEMENT IN COLLEGE. FINAL TECHNICAL REPORT.

GEORGETOWN UNIV., WASHINGTON, D.C.

REPORT NUMBER CRP-2431

REPORT NUMBER BR-5-0788

PUB DATE 20 MAY 67

CONTRACT OEC-5-10-020

EDRS PRICE MF-\$0.75 HC-\$6.32 156P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *ACADEMIC PERFORMANCE, *MOTIVATION, *TESTING, COLLEGE ENTRANCE EXAMINATION BOARD TEST, COLLEGE FRESHMEN, CORRELATION, CRITERIA, GRADE POINT AVERAGE, MEASUREMENT, MINNS. MULTIPHASIC PERSONALITY INVENTORY, RESEARCH, STRONG VOCATIONAL INTEREST BLANK, TEST CONSTRUCTION, TESTS, TESTS OF SIGNIFICANCE, THEMATIC APPERCEPT. TEST FOR ACAD. MOTIV.

THE VARIABLE, ACADEMIC MOTIVATION (N AC), WAS MEASURED BY A PROJECTIVE TEST. A SCORING MANUAL WITH HIGH INTER-SCORER RELIABILITY WAS ALSO PREPARED. THE 1964 FRESHMAN CLASS OF GEORGETOWN UNIVERSITY (N EQUALS 957) PARTICIPATED IN THE STUDY. ACADEMIC MOTIVATION CORRELATED POSITIVELY AND SIGNIFICANTLY FOR BOTH MALE AND FEMALE STUDENTS

WITH GRADE POINT AVERAGE (GPA) AT THE END OF THE FIRST YEAR IN COLLEGE. THE CORRELATIONS WERE HIGHER WITH SECOND SEMESTER GRADES IN CONTRAST TO FIRST SEMESTER GRADES, AND CONSISTENTLY HIGHER FOR FEMALE STUDENTS. FURTHERMORE, N AC SIGNIFICANTLY DISCRIMINATED THE HIGH FROM THE LOW ACHIEVERS, EVEN WITHIN THE SAME LEVELS OF INTELLECTUAL ABILITY. OF ALL THE SUBTESTS THAT COMPRISE N AC, INSTRUMENTAL ACTIVITY CORRELATED MORE SIGNIFICANTLY WITH THE CRITERION (GPA) THAN ANY OTHER, INCLUDING THE TOTAL SCORE. THE PRESENT STUDY HAS ALSO SHED LIGHT ON WHAT MOTIVE REALLY IS, AND HOW IT SHOULD BE MEASURED BY PROJECTIVE TESTS. ACADEMIC MOTIVATION WAS ALSO FOUND TO BE RELATED TO A GREAT NUMBER OF OTHER VARIABLES WHICH CORRELATE IN A SIMILAR MANNER WITH GPA. THEREFORE, N AC MAY BE A SIGNIFICANT VARIABLE IN THE STUDY, AND PREDICTION OF ACADEMIC PERFORMANCE MAY SUMMARIZE SYSTEMATIC VARIATIONS IN OTHER VARIABLES EQUALLY RELATED TO PERFORMANCE. (SK)

ED 014 765

24

CG 000 915

HOWELL, EDGAR N.

AN EXPERIMENT TO IMPROVE THE REASONING ABILITY OF SEVENTH-GRADE STUDENTS. FINAL REPORT.

TEMPLE UNIV., PHILADELPHIA, PA.

REPORT NUMBER BR-6-8110

PUB DATE 15 JUN 67

CONTRACT OEC-6-10-361

EDRS PRICE MF-\$0.50 HC-\$2.68 65P.

DESCRIPTORS *GRADE 7, *LOGIC, *PRODUCTIVE THINKING, *RESEARCH, *TEACHING, ANALYSIS OF VARIANCE, INFERRENTIAL REASONING ANALYSIS, INTELLIGENCE QUOTIENT, LORGE THORNDIKE INTELL. TESTS-LEVEL 4, SEX (CHARACTERISTICS), SYMBOLIC LANGUAGE, TEST OF INFERENCE PATTERNS, TESTS OF SIGNIFICANCE, THOUGHT PROCESSES.

A UNIT ON EFFECTIVE THINKING, WITH THE EXPERIMENTAL FOCUS ON INFLUENTIAL THINKING, WAS PREPARED AND TESTED. A TEXT, "EFFECTIVE THINKING," WAS PREPARED. AN INEXPERIENCED TEACHER USED THE TEXT IN A NINE WEEK COURSE WITH SEVENTH GRADE STUDENTS. ONLY A POST-TEST CONTROL GROUP DESIGN WAS USED. THE TWO FACTORS STUDIED WERE TREATMENT AND SEX. THE TEST OF INFERENCE PATTERNS (TIP), USED BY HOWELL IN AN EARLIER STUDY, WAS THE CRITERION MEASURE AT THE END OF THE FIRST NINE WEEK PERIOD. STUDENT IQ'S WERE ALSO AVAILABLE. THE INFERRENTIAL REASONING ANALYSIS (IRA) BY HOWELL WAS THE CRITERION MEASURE USED FOR THE SECOND NINE WEEK PERIOD. ANALYSIS OF VARIANCE OF TOTAL TEST SCORES ON TIP YIELDED SIGNIFICANT DIFFERENCES BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS. THERE WAS NO SIGNIFICANT DIFFERENCE BETWEEN THE SCORES OF MALE AND FEMALE STUDENTS OR BETWEEN TREATMENT AND SEX. USING A COVARIANCE ADJUSTMENT, IT WAS FOUND THAT IQ HAD AN EFFECT ON THE CRITERION. ANALYSIS OF VARIANCE OF PART I, II, IV, AND TOTAL SCORES OF THE IRA PRODUCED SIGNIFICANTLY HIGHER SCORES FOR THE EXPERIMENTAL GROUP. SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN THE SEXES FOR TOTAL IRA

SCORES. NO SIGNIFICANT INTERACTION WAS FOUND BETWEEN TREATMENT AND SEX. IN GENERAL, RESULTS INDICATED THAT SEVENTH GRADERS CAN PROFIT FROM INSTRUCTION IN INFERRENTIAL REASONING, AND THAT HIGHER IQ STUDENTS WILL PROFIT MORE FROM THIS INSTRUCTION. (SK)

ED 014 766 24 CG 000 916

CRONBACH, LEE J. AND OTHERS
THE DEPENDABILITY OF BEHAVIORAL MEASUREMENTS—MULTIFACET STUDIES OF GENERALIZABILITY. TECHNICAL REPORT, PRELIMINARY VERSION. STANFORD UNIV., CALIF.
REPORT NUMBER BR-5-8343
PUB DATE 67
CONTRACT OEC-6-10-168

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BEHAVIOR, *MEASUREMENT, *RELIABILITY, *STATISTICAL ANALYSIS, *THEORIES, MONOGRAPHS.

A MEASURING OPERATION IS A SAMPLE FROM A UNIVERSE OF ADMISSIBLE OBSERVATIONS...GENERALIZABILITY STUDIES ESTIMATE THE MAGNITUDE OF THE DISCREPANCIES LIKELY TO ARISE UNDER A GIVEN MEASURING PROCEDURE, AND PROVIDE FORMULAS FOR ESTABLISHING INTERVAL AND POINT ESTIMATES OF THE UNIVERSE SCORE. A MULTIFACET GENERALIZABILITY ANALYSIS DEPARTS IN SEVERAL WAYS FROM THE CLASSICAL STUDY OF RELIABILITY. IT RECOGNIZES THAT OBSERVATIONS CAN BE DIFFERENTIATED WITH REGARD TO ANY FACETS...THE CLASSICAL ASSUMPTION OF COMPLETE EQUIVALENCE...IS ABANDONED. ATTENTION IS GIVEN TO THE ABSOLUTE MAGNITUDE OF THE UNIVERSE SCORE, THE ERROR OF MEASUREMENT, AS WELL AS TO INDIVIDUAL DIFFERENCES. THE GENERALIZABILITY STUDY SHOWS HOW TO ALTER THE EXPERIMENTAL DESIGN...SO AS TO OBTAIN OPTIMAL EFFICIENCY...THE PRESENT MONOGRAPH ELABORATES ON THE THEORY AS PRESENTED BY GLESER ET AL. (1965) AND DEMONSTRATES THE APPLICATION OF THE THEORY TO DATA FROM A VARIETY OF INVESTIGATIONS IN EDUCATION AND PSYCHOLOGY. THIS DOCUMENT, LIMITED IN CIRCULATION, IS AVAILABLE FROM GOLDINE C. GLESER, DEPT. OF PSYCHIATRY, CENTRAL PSYCHIATRIC CLINIC, GENERAL HOSPITAL, UNIV. OF CINCINNATI MEDICAL SCHOOL, CINCINNATI, OHIO 45229 OR FROM LEE J. CRONBACH C/O PROF. H. AZUMA, FACULTY OF EDUCATION, UNIV. OF BUNKYOKU, TOKYO, JAPAN (TO JUNE 1, 1968—SUBSEQUENTLY, TO STANFORD). THE AUTHORS ASK THAT THE MATERIAL NOT BE FURTHER REPRODUCED, QUOTED, OR CITED WITHOUT COMMUNICATING WITH ONE OF THEM. (AUTHOR)

ED 014 767 24 CG 000 919

LANGER, PHILIP
CHARACTERISTICS OF FRESHMEN COLLEGE STUDENTS IN NEED OF AND RECEPTIVE TO COUNSELING. UTAH STATE UNIV., LOGAN
REPORT NUMBER BR-5-8207
PUB DATE 67
CONTRACT OEC-5-10-387

EDRS PRICE MF-\$1.00 HC-\$9.92 246P.

DESCRIPTORS *COLLEGE FRESHMEN, *COUNSELING, *INDIVIDUAL CHARACTERISTICS, *INDIVIDUAL NEEDS, ANALYSIS OF VARIANCE, CORRELATIONS, RESEARCH, STRUCTURED OBJECTIVE RORSCHACH TEST.

THE CHARACTERISTICS OF COLLEGE FRESHMEN IN NEED OF, AND RECEPTIVE TO, COUNSELING WAS STUDIED WITH THE STRUCTURED-OBJECTIVE RORSCHACH TEST (SORT) TO—(1) MODIFY THE SORT, (2) CLASSIFY SUBJECTS INTO COUNSELING AND NON-COUNSELING GROUPS, (3) DETERMINE IF THE SORT COULD DIFFERENTIATE BETWEEN COUNSELING AND NON-COUNSELING SUBJECTS, AND (4) CONSTRUCT ADDITIONAL SORT DISCRIMINATIVE INDICES. THE SAMPLE TESTED OVER TWO YEARS INCLUDED FRESHMEN FROM THREE STATE INSTITUTIONS OF HIGHER EDUCATION WHICH DIFFERED IN STUDENT CHARACTERISTICS AND COUNSELING PHILOSOPHIES. THE CHOICE INTENSITY TECHNIQUE WAS FOUND TO BE RELIABLE AND ALSO APPEARED TO YIELD DIFFERENCES BETWEEN COUNSELING CATEGORIES. THE SORT APPEARED TO BE ABLE TO DISCRIMINATE TO SOME DEGREE BETWEEN STUDENTS WHO SEEK COUNSELING AND THOSE WHO DON'T. ONLY ONE FACTOR, M, WAS SIGNIFICANT OR INDICATIVE OF A TREND AT ALL THREE SCHOOLS. IT IS BELIEVED, HOWEVER, THAT DEFINITE TRENDS COULD BE ESTABLISHED OVER A LONGER TESTING PERIOD. THERE IS ALSO A POSSIBILITY THAT THE ENVIRONMENTAL DIFFERENCES BETWEEN THE SCHOOLS ENCOURAGED AND/OR SUPPRESSED COUNSELING VISITS, LEADING TO DIFFERENCES IN THE COUNSELING CATEGORY FACTOR. HOWEVER, THE DISCRIMINATIVE VALUE OF THE SORT WAS DEMONSTRATED. (SK)

ED 014 768 72 CG 000 923

SHARMA, R. C. SAPRA, C. L.
WASTAGE AND STAGNATION IN PRIMARY AND MIDDLE SCHOOLS IN INDIA. PROJECT REPORT. NATIONAL INST. OF EDUCATION, NEW DELHI (INDIA)
PUB DATE 67

EDRS PRICE MF-\$1.25 HC-\$11.32 281P.

DESCRIPTORS *DROPOUT CHARACTERISTICS, *DROPOUT RATE, *DROPOUT RESEARCH, *ELEMENTARY SCHOOL STUDENTS, *JUNIOR HIGH SCHOOL STUDENTS, DROPOUT PROBLEMS, DROPOUTS, FAMILY CHARACTERISTICS, PARENT ATTITUDES, RURAL DROPOUTS, SCHOOL CONDITIONS, TEACHER ATTITUDES, URBAN DROPOUTS.

THE EXTENT OF WASTAGE (DROPOUTS) AND STAGNATION (GRADE REPETITION) AT THE PRIMARY AND MIDDLE STAGES OF EDUCATION, THE CAUSES OF WASTAGE, AND THE RELATIVE IMPORTANCE OF EACH CAUSE WERE INVESTIGATED IN INDIA. THE STUDY IS AN OUTCOME OF COLLABORATION BETWEEN INDIA'S NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, AND THE U.S. OFFICE OF EDUCATION. BACKGROUND MATERIAL, INCLUDING AN ANALYSIS OF THE PROBLEM AND A REVIEW OF RELATED STUDIES, IS PRESENTED. THE EXTENT OF WASTAGE WAS DETERMINED ON THE BASIS OF NATIONAL ENROLLMENT IN EACH GRADE FOR THE YEARS 1950-51 THROUGH 1963-64. DATA FROM SCHOOL RECORDS AND INTERVIEWS WITH PUPILS, PARENTS, AND TEACHERS WERE ANALYZED UNDER THREE AREAS HYPOTHESIZED AS COVERING THE POSSIBLE CAUSES OF DROPPING OUT. PUPIL AND FAMILY FACTORS WERE STUDIED BY STATISTICALLY ANALYZING DIFFERENCES BETWEEN DROPOUTS AND STAYINS. SCHOOL FACTORS WERE ANALYZED IN RELATION TO THE RATE OF DROPOUT IN EACH OF THE SAMPLE SCHOOLS. THE RELATIVE IMPORTANCE

OF EACH DETERMINED CAUSE WAS RATED BY DISCRIMINANT FUNCTION ANALYSIS AND OPINION POLL. RECOMMENDATIONS AND SUGGESTIONS FOR RESEARCH ARE GIVEN. (PS)

ED 014 769 CG 000 925

SHANKS, PATRICIA F. DUNN, JAMES A.
CHILDREN'S ATTITUDES TOWARD SCHOOL AND THEIR RELATIONSHIPS WITH SCHOOL ANXIETY. STUDY 1. SCHOOL ANXIETY AND COGNITIVE FUNCTIONING—EXPLORATORY STUDIES. MICHIGAN UNIV., ANN ARBOR, MIDWEST RESEARCH CTR.

REPORT NUMBER IRCOPPS-R-4-I

PUB DATE 67

EDRS PRICE MF-\$0.50 HC-\$4.32 106P.

DESCRIPTORS *ANXIETY, *COGNITIVE ABILITY, *RESEARCH PROJECTS, *SCHOOLS, *STUDENT ATTITUDES, COGNITIVE PROCESSES, CORRELATION, DATA ANALYSIS, DISADVANTAGED GROUPS, GRADE 5, GRADE 7, GRADE 9, STATISTICAL ANALYSIS, STUDENT CHARACTERISTICS.

GROUP DIFFERENCES (AGE, SEX, AND SOCIAL CLASS) IN CHILDREN'S SCHOOL ANXIETY AND IN THEIR ATTITUDES TOWARD VARIOUS ASPECTS OF SCHOOL, AND THE RELATIONSHIPS BETWEEN ANXIETY AND CHILDREN'S ATTITUDE PATTERNS WERE EXPLORED. SEVERAL THEORIES AND EARLIER STUDIES IN THIS AREA ARE DISCUSSED. THE SAMPLE CONSISTED OF 480 STUDENTS IN GRADES FIVE, SEVEN, AND NINE, ACROSS TWO DIFFERENT SOCIOECONOMIC LEVELS. BASIC STATISTICAL ANALYSIS CALLED FOR AN AGE X SEX X SOCIAL CLASS PARADIGM WHICH RESULTED IN A 12-CELL DESIGN. INSTRUMENTS USED WERE THE MULTI-DIMENSIONAL PAPER AND PENCIL QUESTIONNAIRE INVENTORIES. CORRELATION AND MULTI-VARIANT ANALYSIS PROCEDURES WERE USED, AND THE RESULTS SUMMARIZED IN TABLES. IT WAS FOUND THAT—(1) CHILDREN INCREASINGLY DISLIKE BOTH THE ACADEMIC AND SOCIAL ASPECTS OF SCHOOL AS THEY GROW OLDER, (2) ELEMENTARY SCHOOL GIRLS LIKE THE ACADEMIC ASPECTS MORE THAN BOYS, (3) LOWER CLASS ADOLESCENTS LIKE AND VALUE THE ACADEMIC ASPECTS OF SCHOOL MORE AND VALUE SOCIAL CONTACTS MORE THAN UPPER CLASS CHILDREN, AND (4) LOWER CLASS CHILDREN MANIFEST A HIGHER DEGREE OF TEST ANXIETY, ESPECIALLY IN ELEMENTARY SCHOOL. STUDENT CHARACTERISTICS, RESEARCH RESULTS, AND INSTRUMENTATION ARE APPENDED. THIS DOCUMENT APPEARED AS STUDY 1 IN SCHOOL ANXIETY AND COGNITIVE FUNCTIONING, EXPLORATORY STUDIES, REPORT 4, IRCOPPS MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICES, ANN ARBOR, MICH., PP. 1-101. (PS)

ED 014 770 CG 000 926

DUNN, JAMES A.
A NEW LOOK AT THE EFFECTS OF ANXIETY AND STRESS ON THE PERFORMANCE OF COMPLEX INTELLECTUAL TASKS, STUDY II. SCHOOL ANXIETY AND COGNITIVE FUNCTIONING—EXPLORATORY STUDIES. MICHIGAN UNIV., ANN ARBOR, MIDWEST RESEARCH CTR.

REPORT NUMBER IRCOPPS-R-4-II

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.04 24P.

DESCRIPTORS *ANXIETY, *STRESS VARIABLES, *TASK PERFORMANCE, *TAXONOMY, ANALYSIS OF VARIANCE, COLLEGE STUDENTS, CORRELATION, IN-

38

CLINICAL SERVICES TO CONSULTATIVE, EDUCATION, SUPERVISORY, AND RESOURCE FUNCTIONS FOR PROFESSIONAL PERSONNEL. RESEARCH IN EARLY DETECTION AND SECONDARY PREVENTION IN THE SCHOOL SETTING IS SUMMARIZED. FINDINGS POINT TO FAIRLY RICH POTENTIALS FOR A PREVENTIVE APPROACH IN THE SCHOOLS. MOST PROGRAMS HAVE THE FOLLOWING FEATURES—A FOCUS ON EARLY SECONDARY PREVENTION, UTILIZATION OF SUBPROFESSIONALS, AND SERVICE, BY PROFESSIONALS, IN CONSULTATIVE AND RESOURCE CAPACITIES. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN PSYCHOLOGICAL ASSN., (75TH, WASHINGTON, D.C., SEPTEMBER 2, 1967). (SK)

ED 014 775 CG 001 001

KATZ, MARTIN M. AND OTHERS
CHARACTERIZING THE PSYCHOLOGICAL STATE PRODUCED BY LSD.

EDRS PRICE MF-00.25 HC-\$1.76 42P.

DESCRIPTORS *LSD, *PSYCHOLOGICAL PATTERNS, *PSYCHOLOGICAL STUDIES, *RESEARCH, CLYDE MOOD SCALE, COGNITIVE PROCESSES, EMOTIONAL EXPERIENCE, EMOTIONAL PROBLEMS, EMOTIONALLY DISTURBED, PATTERNED RESPONSES, PERCEPTION, PICTURE RATING TECHNIQUE, PSYCHOLOGICAL TESTING, SUBJECTIVE DRUG EFFECTS QUESTIONNAIRE.

THE DEVELOPMENT AND COMPONENTS OF LYSERGIC ACID DIETHYLAMIDE (LSD) PRODUCED PSYCHOLOGICAL STATES ARE INVESTIGATED. THE SUBJECTS WERE PAID VOLUNTEERS FROM THE PATUXENT INSTITUTION, A TREATMENT CENTER FOR EMOTIONALLY UNSTABLE CRIMINAL OFFENDERS. IN ONE STUDY, GROUPS OF 23 SUBJECTS RECEIVED LSD, AN AMPHETAMINE, OR A PLACEBO. IN THE SECOND STUDY, 11 SUBJECTS RECEIVED CHLOROPROMAZINE. ADMINISTERED DOSES WERE MODEST. TESTS, REPEATED AT INTERVALS THROUGHOUT THE DAY, CONSISTED OF SOMATIC MEASUREMENTS, AN ADAPTATION OF THE CLYDE MOOD SCALE, A SPECIALLY DEVELOPED SUBJECTIVE DRUG EFFECTS QUESTIONNAIRE, AND A NEW PICTURE RATING TECHNIQUE. AN EUPHORIC STATE WAS APPARENT IN SOME INDIVIDUALS. A DYSPHORIC STATE CHARACTERIZED SUBJECTS WHO WERE JITTERY, FEARED LOSS OF CONTROL, AND HAD IMPAIRED COGNITION. INDIVIDUALS IN AN AMBIVALENT STATE EXPERIENCED STRONG OPPOSING EMOTIONS AND PERCEPTIONS. THE MOST STRIKING OBSERVED EFFECTS WERE THE INTENSE EMOTIONS THESE SUBJECTS EXPERIENCED WITHOUT EXTERNAL STIMULUS. ALL LSD SUBJECTS EXPERIENCED PHENOMENA WHICH DISTINGUISHED THEM FROM PLACEBO AND AMPHETAMINE SUBJECTS. VARIOUS LSD PATTERNS PROBABLY RESULT FROM NON-DRUG FACTORS. THIS RESEARCH MAY CONTRIBUTE TO AN UNDERSTANDING OF HOW MORE PROFOUND LSD STATES BEGIN, BUT GENERALIZATIONS MUST BE LIMITED BECAUSE OF THE TYPE OF SUBJECTS USED. THIS ARTICLE IS A PREPRINT TO APPEAR IN THE JOURNAL OF ABNORMAL PSYCHOLOGY. (PR)

ED 014 776 CG 001 012

PANOS, ROBERT J. ASTIN, ALEXANDER W.

THEY WENT TO COLLEGE—A DESCRIPTIVE SUMMARY OF THE CLASS OF 1965.

AMERICAN COUNCIL ON EDUCATION, WASHINGTON, D.C.
REPORT NUMBER ACE-RR-VOL-2-NO-5
PUB DATE 67

EDRS PRICE MF-00.25 HC-\$1.60 38P.

DESCRIPTORS *COLLEGE STUDENTS, *INDIVIDUAL CHARACTERISTICS, *STUDENT DEVELOPMENT, *TABLES (DATA), ACADEMIC ACHIEVEMENT, CAREER CHOICE, COCURRICULAR ACTIVITIES, QUESTIONNAIRES.

THE RESULTS OF A QUESTIONNAIRE SURVEY OF FRESHMEN AT A NATIONAL SAMPLE OF ACCREDITED FOUR-YEAR COLLEGES AND UNIVERSITIES IN THE FALL OF 1961, ARE REPORTED. TO COMPENSATE FOR THE POSSIBLE EFFECTS OF BIAS IN THE SAMPLE, THE DATA PRESENTED WAS DIFFERENTIALLY WEIGHTED TO REPRESENT THE DEFINED POPULATION OF THE CLASS OF 1965. INFORMATION ABOUT THE BACKGROUNDS, PERSONAL CHARACTERISTICS, EDUCATIONAL AND VOCATIONAL ACHIEVEMENTS, ACTIVITIES, AND CURRENT PLANS OF THE STUDENTS IS PROVIDED IN BOTH WRITTEN AND TABULAR FORM. ALTHOUGH THE PRIMARY PURPOSE OF THE PAPER WAS TO MAKE DESCRIPTIVE DATA AVAILABLE, CERTAIN IMPLICATIONS OF THE DATA ARE ALSO DISCUSSED. THE AUTHORS NOTE THAT SUMMARY TABULATIONS OF DATA, SUCH AS ARE PRESENTED IN THE REPORT, SHOULD BE REGARDED AS PURELY DESCRIPTIVE AND AS POSSIBLE SOURCES FOR HYPOTHESES TO BE TESTED. THIS IS ACE RESEARCH REPORT, VOLUME 2, NUMBER 5, 1967. (SK)

ED 014 777 CG 001 013

POLLACK, MAX

SUSPECTED EARLY MINIMAL BRAIN DAMAGE AND SEVERE PSYCHOPATHOLOGY IN ADOLESCENCE.

PUB DATE MAR 67

EDRS PRICE MF-00.25 HC-\$1.24 29P.

DESCRIPTORS *ADOLESCENTS, *BEHAVIOR DEVELOPMENT, *MINIMALLY BRAIN INJURED, *PHYSIOLOGY, *PSYCHOSIS, ADULTS, BENDER GESTALT TEST, EARLY CHILDHOOD, HOLLINGSHEAD SES MEASURE, INDIVIDUAL DEVELOPMENT, PSYCHIATRIC HOSPITALS, RESEARCH, RORSCHACH TEST, TEST RESULTS, WECHSLER ADULT INTELLIGENCE SCALE.

A GROUP OF ADOLESCENT AND YOUNG ADULT HOSPITALIZED PSYCHIATRIC PATIENTS (10 MALES AND TWO FEMALES) PREVIOUSLY DIAGNOSED AS HAVING SCHIZOPHRENIC OR PERSONALITY DISORDERS WERE REDIAGNOSED AS HAVING CHRONIC BRAIN SYNDROME. DEVELOPMENTAL DEVIANCY, BEHAVIOR DISORDERS STARTING IN CHILDHOOD, AND PSYCHOLOGICAL TEST PERFORMANCES WERE COMPATIBLE WITH AN EARLY MINIMAL BRAIN DAMAGE SYNDROME. A SHORT REVIEW OF THE LITERATURE REGARDING EARLY MINIMAL BRAIN DAMAGE AND ADOLESCENT PSYCHIATRIC SYNDROMES IS PRESENTED, AS IS A CASE STUDY OF ONE OF THE SUBJECTS INVOLVED IN THE STUDY. THIS PAPER WAS PRESENTED AT THE AMERICAN ORTHOPSYCHIATRIC ASSOCIATION CONVENTION, WASHINGTON, D.C., MARCH, 1967. (SK)

ED 014 778 CG 001 028

WEINER, BERNARD

THE EFFECTS OF SUCCESS AND FAILURE AND PERSISTING MOTIVATION.

PUB DATE SEP 67

EDRS PRICE MF-00.25 HC-\$0.52 11P.

DESCRIPTORS *BEHAVIOR, *MODELS, *MOTIVATION, CONCEPTUAL SCHEMES,

ATKINSON'S 1957 MODEL AND HIS MODIFIED 1964 MODEL ARE MODELS FOR THE DETERMINANTS OF ACHIEVEMENT-RELATED BEHAVIOR. ONE COMPONENT OF THE 1964 MODEL, INERTIAL GOAL TENDENCY, CAPTURES THE IDEA THAT MOTIVATION, ONCE AROUSED, PERSISTS UNTIL SATISFIED. THE INFLUENCE OF UNSATISFIED MOTIVATION HAS BEEN BOTH HYPOTHESIZED AND DEMONSTRATED. EXPERIMENTS INDICATE THAT ATKINSON'S 1964 MODEL NEEDS TO BE ALTERED TO INCLUDE THE FACILITATIVE EFFECTS OF FAILURE ON HIGH ACHIEVEMENT-ORIENTED SUBJECTS AND THE DEBILITATING EFFECTS OF FAILURE ON LOW ACHIEVEMENT-ORIENTED SUBJECTS. IT WAS POSTULATED THAT BOTH APPROACH AND AVOIDANCE MOTIVATION PERSIST FOLLOWING FAILURE FOR HIGHLY ANXIOUS SUBJECTS. THERE IS A RESULTANT INERTIAL TENDENCY IN THE MODEL. FINDINGS OF STUDIES UTILIZING OLDER MODELS AND THE NEWER MODEL APPEAR TO INDICATE THAT SITUATIONAL AND INERTIAL DETERMINANTS OF BEHAVIOR MUST BE SEPARATED. INTERACTIONS BETWEEN THE EFFECTS OF SUCCESS AND FAILURE ON DIFFERENT MOTIVE GROUPS MUST ALSO BE EXPECTED. THIS PAPER WAS PRESENTED AT THE AMERICAN PSYCHOLOGICAL ASSOCIATION CONVENTION, WASHINGTON, D.C., SEPTEMBER 1967. (SK)

ED 014 779 CG 001 030

WIENER, GERALD

INTELLECTUAL AND EDUCATIONAL CORRELATES OF LOW BIRTH WEIGHT.

JOHNS HOPKINS UNIV., BALTIMORE, MD.

EDRS PRICE MF-00.25 HC-\$0.52 11P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *CHILDREN, *INTELLIGENCE LEVEL, *LONGITUDINAL STUDIES, BENDER GESTALT TEST, FACTOR ANALYSIS, GESELL TEST, PREMATURE INFANTS, RACE, RESEARCH, SIBLINGS, SOCIOECONOMIC BACKGROUND, STANFORD BINET FORMULA, WECHSLER INTELLIGENCE SCALE CHILDREN.

LOW BIRTH WEIGHT CHILDREN WERE STUDIED LONGITUDINALLY TO DETERMINE WHETHER—(1) THE RELATIVE INTELLECTUAL IMPAIRMENT OF PREMATURE CHILDREN IS STATIC OR CHANGES WITH TIME, (2) A LOW BIRTH WEIGHT CHILD NOT NOTED TO BE IN NEUROLOGICAL DISTRESS COULD HAVE A POOR PROGNOSIS, AND (3) SPECIAL EDUCATIONAL AND EMOTIONAL PROBLEMS COULD ARISE AS A CONSEQUENCE OF LOW BIRTH WEIGHT. LOW BIRTH WEIGHT AND FULL-TERM CHILDREN MATCHED BY RACE, SEASON OF BIRTH, PARITY OF MOTHER, HOSPITAL OF BIRTH, AND APPROXIMATE SOCIO-ECONOMIC STATUS WERE ADMINISTERED THE GESELL TEST AT 40 WEEKS BY A PEDIATRICIAN. THE STANFORD-BINET WAS ADMINISTERED BETWEEN 3-5 YEARS AND 6-7 YEARS. AT 8-10, TEN WISC SUBTESTS WERE ADMINISTERED. OTHER DATA WAS ALSO GATHERED FOR ANALYSIS. AS A GROUP, LOW BIRTH WEIGHT CHILDREN WERE FOUND TO BE IMPAIRED. IMPAIRMENT VARIED WITH AGE AND THE MEASUREMENT TEST. THERE WAS NO STATISTICALLY SIGNIFICANT INTERACTION BETWEEN BIRTH WEIGHT AND SOCIAL CLASS. AT 13 YEARS, LOW BIRTH WEIGHT CHILDREN HAD LOWER IQ'S, ARE BEHIND IN GRADE PLACEMENT, AND DO NOT READ OR REASON ARITHMETICALLY AS WELL AS FULL TERM CHILDREN. THE INCI-

DENCE OF EDUCATIONAL AND MENTAL RETARDATION APPEARS TO DOUBLE IN LOW BIRTH WEIGHT GROUPS. (SK)

ED 014 780

CG 001 035

KATZ, IRWIN

THE SOCIALIZATION OF ACADEMIC MOTIVATION IN MINORITY GROUP CHILDREN. REPORT NUMBER ONR-TR-3

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *DISADVANTAGED YOUTH, *MOTIVATION, *NEGRO YOUTH, *SOCIALIZATION, BEHAVIOR, CLASSROOMS, FAMILY BACKGROUND, LOW MOTIVATION, RACIAL FACTORS, REINFORCEMENT, REINFORCEMENT HISTORY QUESTIONNAIRE, RESEARCH, REWARDS, SELF EVALUATION, TEST ANXIETY SCORE FOR CHILDREN.

THIS PAPER FOCUSES ON MOTIVATIONAL FACTORS UNDERLYING RACIAL DIFFERENCES IN SCHOLASTIC ACHIEVEMENT. CURRENT ASSUMPTIONS ABOUT THE LOW ACADEMIC MOTIVATION OF NEGRO CHILDREN, INCLUDING VARIOUS DEFICITS ASSOCIATED WITH CULTURAL DEPRIVATION, THE DISCONTINUITY OF HOME AND SCHOOL COMPETENCY TRAINING, AND THE FAILURE OF PREDOMINANTLY NEGRO SCHOOLS TO PROVIDE QUALITY INSTRUCTION ARE REVIEWED. THE AUTHOR LIMITS DISCUSSION TO MOTIVATION INFLUENCED BY SOCIAL EVALUATIONS. THE BASIC PROPOSITION OF THIS PAPER IS THAT THE CHILD'S CAPACITY FOR SUSTAINED ACADEMIC EFFORT DEPENDS HEAVILY UPON AN INTERNALIZED MECHANISM OF AFFECT-MEDIATING SELF-EVALUATIONS. RESEARCH ON SOCIALIZED PERFORMANCE MOTIVATION IS DISCUSSED. THE AUTHOR HAS FOUND THAT NEGRO CHILDREN HOLD ACHIEVEMENT VALUES AND ACHIEVEMENT STANDARDS THAT ARE NOT TRANSLATED INTO ACTUAL ACHIEVEMENT EFFORTS. THE SPECIAL RELEVANCE OF TEACHER CHARACTERISTICS TO THE PROBLEM IS ALSO REVIEWED. THE AUTHOR CONCLUDES THAT BY ASSESSING THE SELF-REGULATORY PROCESS AND RELATING ITS CHARACTERISTICS TO OTHER VARIABLES, IT MAY BE POSSIBLE TO TEST HYPOTHESES ABOUT THE SOURCES OF THE DISADVANTAGED PUPIL'S MOTIVATIONAL DIFFICULTIES. THIS DOCUMENT IS FOUND IN THE NEBRASKA SYMPOSIUM ON MOTIVATION, VOLUME 15, 1967, AND MAY BE PURCHASED FOR \$3.25 FROM THE UNIVERSITY OF NEBRASKA PRESS, LINCOLN, NEB. 68508. (SK)

ED 014 781

CG 001 091

COGSWELL, J.F. AND OTHERS

THE DESIGN OF A MAN-MACHINE COUNSELING SYSTEM. A PROFESSIONAL PAPER. SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.

REPORT NUMBER SP-2576-001-01

PUB DATE 30 SEP 66

EDRS PRICE MF-\$0.25 HC-\$0.54 19P.

DESCRIPTORS *AUTOMATION, *COMPUTER PROGRAMS, *COUNSELING, *INFORMATION PROCESSING, *INTERVIEWS, DATA PROCESSING, EXPERIMENTAL PROGRAMS, HIGH SCHOOLS, INFORMATION DISSEMINATION, INFORMATION RETRIEVAL, INFORMATION STORAGE, RESEARCH.

TWO PROJECTS ON THE DESIGN, DEVELOPMENT, IMPLEMENTATION, AND EV-

ALUATION OF A MAN-MACHINE SYSTEM FOR COUNSELING IN THE PALO ALTO AND LOS ANGELES SCHOOL DISTRICTS ARE REPORTED. THE EARLIER PHILCO 2000 COMPUTER PROGRAMS SIMULATED A COUNSELOR'S WORK IN THE EDUCATIONAL PLANNING INTERVIEW BY ACCEPTING INPUTS SUCH AS SCHOOL GRADES, TEST SCORES, AND BIOGRAPHICAL DATA. IT ANALYZED DATA ACCORDING TO AN INFERRED MODEL OF THE COUNSELOR'S DECISION-MAKING RULES, AND PRINTED OUT EVALUATIVE STATEMENTS. AN AUTOMATED EDUCATIONAL INTERVIEW PROGRAM NOW REVIEWS STUDENT PROGRESS, COLLECTS COMMENTS FROM THE STUDENT, REACTS TO STUDENT PLANS, AND HELPS PLAN A HIGH SCHOOL COURSE SCHEDULE. THE CURRENT PROJECT, IN THE INITIAL DESIGN PHASE, INCLUDED A SURVEY OF COUNSELOR PRACTICES, SELECTED AN EXPERIMENTAL FIELD SITE, ANALYZED COUNSELING OPERATIONS IN THE FIELD SITE, AND TRAINED COUNSELORS IN SYSTEMS TECHNOLOGY AND LAB DEVELOPMENT OF LIMITED SOFTWARE SYSTEMS. A PLAN WAS FORMULATED TO COMPUTERIZE THE MAJOR INFORMATION-PROCESSING TASKS IN THE COUNSELING OPERATION. THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION PHASES WILL FOLLOW. A SAMPLE INTERVIEW IS INCLUDED. THIS PAPER WAS PRESENTED AT THE AMERICAN PSYCHOLOGICAL ASSOCIATION CONVENTION, NEW YORK, N.Y., SEPTEMBER 4, 1966. (WR)

ED 014 782

CG 001 109

SAPON, STANLEY M.

CONTINGENCY MANAGEMENT IN THE MODIFICATION OF VERBAL BEHAVIOR IN DISADVANTAGED CHILDREN.

PUB DATE 1 SEP 67

EDRS PRICE MF-\$0.25 HC-\$0.76 17P.

DESCRIPTORS *BEHAVIORAL SCIENCE RESEARCH, *CONDITIONED RESPONSE, *DISADVANTAGED YOUTH, *PRESCHOOL EDUCATION, *VERBAL DEVELOPMENT, CULTURALLY DISADVANTAGED, EXPERIMENTAL PROGRAMS, NURSERY SCHOOLS, PROJECT HEADSTART, PSYCHOLOGICAL STUDIES, REACTIVE BEHAVIOR, REINFORCEMENT, REWARDS, STIMULUS BEHAVIOR, VERBAL LEARNING.

IN A SPECIALLY ORGANIZED NURSERY SCHOOL SETTING, DISADVANTAGED CHILDREN BETWEEN TWO AND ONE-HALF AND THREE AND ONE-HALF YEARS OF AGE, EXPERIENCED CONTINGENCY MANAGEMENT (CM) PROCEDURES TO MODIFY VERBAL BEHAVIOR. IN ONE ROOM OF A LARGE, PRIVATE DWELLING CONVERTED INTO A NURSERY SCHOOL, REQUISITE ANTECEDENT BEHAVIORS (RAB) WERE ESTABLISHED IN EACH CHILD, WITH REINFORCEMENT PROVIDED BY THE DISPENSATION OF METAL WASHERS. TOPOGRAPHICAL ACCURACY OF THE CHILD'S RESPONSES WERE ENCOURAGED THROUGH THE SIMPLEST, MOST DIRECT CONTROLS. RESPONSES WERE THEN BROUGHT UNDER THE CONTROL OF OTHER, MORE REALISTIC STIMULI. SKINNER'S TERMS "TACT" AND "MAND" ARE UTILIZED TO DESCRIBE A TYPICAL SESSION ON TACT TRAINING. A CRITERION TEST WAS ADMINISTERED AND THE DESIRED BEHAVIOR WAS REACHED WITH ALL SUBJECTS AFTER A MEAN OF SIX SESSIONS. CONTINGENCY MANAGEMENT PROCEDURES AND TOKEN ECONOMY ARE BELIEVED TO BE HIGHLY EFFECTIVE IN

MAINTAINING AND STRENGTHENING MODIFIED VERBAL BEHAVIOR. IT WAS CONCLUDED THAT-(1) DISADVANTAGED CHILDREN RESPOND TO CM PROCEDURES AS WELL AS MIDDLE CLASS CHILDREN DO, (2) THE STRATEGIES INVOLVED IN RAB TRAINING AND TRANSFERS TO GENERAL GROUP ACTIVITIES APPEAR TO BE SOUND, AND (3) VERBAL BEHAVIOR IN VERY YOUNG CHILDREN APPEARS TO BE AMENABLE TO MODIFICATION UNDER CM PROCEDURES. THIS PAPER WAS PRESENTED AT THE AMERICAN PSYCHOLOGICAL ASSOCIATION CONVENTION, WASHINGTON, D.C., SEPTEMBER 1, 1967. (PR)

ED 014 783

CG 001 116

CANNING, WILLIAM M.

WHAT CHICAGO DOES FOR THE MOBILE FAMILY.

PUB DATE 4 SEP 67

EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *DISADVANTAGED YOUTH, *DROPOUT PROGRAMS, *MIGRANT CHILDREN, *MIGRANT SCHOOLS, CO-OPERATIVE PROGRAMS, DROPOUT PREVENTION, DROPOUT REHABILITATION, EDUCATIONAL PROGRAMS, FAMILY MOBILITY, MIGRANT EDUCATION, PRESCHOOL EDUCATION, PROJECT HEADSTART, REMEDIAL READING CLINICS, SCHOOL DISTRICTS, TRANSIENT CHILDREN, TRUANCY, UNGRADED PRIMARY PROGRAMS, WORK STUDY PROGRAMS.

CHICAGO HAS IMPLEMENTED A NUMBER OF PROGRAMS DESIGNED TO PROVIDE QUALITY EDUCATION FOR PUPILS IN MIGRANT FAMILIES. THE BOARD OF EDUCATION HAS UTILIZED THESE RESOURCES-(1) THE DISTRICT 11 PROJECT, A THREE-PART PROGRAM ENCOURAGING YOUNG PEOPLE TO REMAIN IN SCHOOL, (2) AFTER SCHOOL READING CLASSES, (3) THE CONTINUOUS DEVELOPMENT PROGRAM, AN EXPANDING, UNGRADED PRIMARY PROGRAM, (4) THE PRESCHOOL CURRICULUM, NOW UNDER THE AUSPICES OF PROJECT HEAD START, (5) THE URBAN YOUTH PROGRAM, FOR PEOPLE BETWEEN THE AGES OF 16 AND 21 WHO ARE NOT IN SCHOOL OR AT WORK, (6) THE COOPERATIVE EDUCATION PROGRAM, SEVERAL EDUCATIONAL PROGRAMS WITH A WORK STUDY APPROACH, (7) THE SOCIAL CENTERS PROGRAM OF LEISURE TIME ACTIVITIES, AND (8) THE IMPACT PROGRAM, AN INTENSIVE PROJECT ATTACKING PROBLEMS OF TRUANCY AND NONATTENDANCE IN ELEMENTARY SCHOOL. AMONG OTHER PROGRAMS IN EFFECT ARE CHILD-PARENT EDUCATIONAL CENTERS, EDUCATIONAL AND VOCATIONAL GUIDANCE CENTERS, HELP FOR NON-ENGLISH SPEAKING PUPILS, AFTER SCHOOL LIBRARIES AND SPEECH CLINICS, A CULTURAL ENRICHMENT PROGRAM, A HIGH SCHOOL ORIENTATION DAY, AND A BACK-TO-SCHOOL DRIVE. NEW APPROACHES ARE CONSTANTLY BEING SOUGHT TO IMPROVE AND SUPPLANT THE EXISTING PROJECTS. THIS PAPER WAS PRESENTED AT THE AMERICAN PSYCHOLOGICAL ASSOCIATION CONVENTION, WASHINGTON, D.C., SEPTEMBER 4, 1967. (PR)

ED 014 784

EA 000 552

FLANIGAN, JEAN M. SHAPIRO, NETTIE S. ESTIMATES OF SCHOOL STATISTICS, 1966-67. NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

REPORT NUMBER RR-1966-R20
PUB DATE 66
EDRS PRICE MF-\$0.25 HC NOT AVAILABLE
FROM EDRS. 38P.

DESCRIPTORS *EXPENDITURES, *INCOME, *INSTRUCTIONAL STAFF, *SCHOOL DISTRICTS, *STUDENTS, AVERAGE DAILY ATTENDANCE, AVERAGE DAILY MEMBERSHIP, BOARDS OF EDUCATION, DISTRICT OF COLUMBIA, ELEMENTARY SCHOOLS, HIGH SCHOOL GRADUATES, POPULATION DISTRIBUTION, PUBLIC SCHOOL SYSTEMS, SCHOOL SUPERINTENDENTS, SECONDARY SCHOOLS, STATISTICAL DATA, STUDENT ENROLLMENT, TABLES (DATA), TEACHER SALARIES.

THIS REPORT IS THE 25TH IN THE SERIES OF ANNUAL ESTIMATES OF PUBLIC SCHOOL STATISTICS. IT INCLUDES ESTIMATES OF THE ADMINISTRATIVE ORGANIZATION, PUPILS, HIGH SCHOOL GRADUATES, PROFESSIONAL STAFF AND SALARIES, AND REVENUES AND EXPENDITURES IN THE FALL OF 1966. NATIONAL, REGIONAL, AND STATE ESTIMATES ARE SHOWN FOR THE SCHOOL YEAR 1966-67, AND REVISED ESTIMATES ARE SHOWN FOR THE SCHOOL YEAR 1965-66. DEFINITIONS FOR THE INCLUDED STATISTICS ARE GIVEN. THIS DOCUMENT IS ALSO AVAILABLE AS STOCK NO. 435-13302 FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR \$1.00. (HW)

ED 014 785 24 EA 000 596

GLASER, ROBERT
THE EDUCATION OF INDIVIDUALS.
PITTSBURGH UNIV., PA., LEARNING RES.
AND DEV. CTR.

REPORT NUMBER WORKING-PAPER-12

REPORT NUMBER BR-5-0253

PUB DATE SEP 66

CONTRACT OEC-3-16-043

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *INDIVIDUAL INSTRUCTION, *INDIVIDUALIZED PROGRAMS, *INSTRUCTIONAL PROGRAMS, *LEARNING PROCESSES, *TEACHING PROCEDURES, EDUCATIONAL CHANGE, EDUCATIONAL OBJECTIVES, FLEXIBLE PROGRESSION, INDIVIDUAL DIFFERENCES, INDIVIDUALIZED CURRICULUM, INSTRUCTIONAL MATERIALS, LEARNING THEORIES, PITTSBURGH, STUDENT EVALUATION, STUDENT IMPROVEMENT, STUDY GUIDES, TEACHER ROLE.

INERTIA AND PRACTICAL DIFFICULTIES HAVE PREVENTED A VARIETY OF INDIVIDUALIZED EDUCATION PROGRAMS FROM ACHIEVING THEIR GOAL OF PROVIDING AN OPPORTUNITY FOR INDIVIDUALS AT EVERY LEVEL OF ABILITY TO REALIZE THEIR POTENTIALS AND TO PERFORM AT THEIR BEST. EFFECTIVE INDIVIDUALIZED EDUCATION SHOULD PROVIDE A SYSTEM OF INDIVIDUALIZED INSTRUCTION WHICH NURTURES INDEPENDENT LEARNING AND A LEARNING ENVIRONMENT ADAPTED TO THE NEEDS OF EACH STUDENT. PATTERNS OF INDIVIDUALIZED INSTRUCTION HAVE VARIED FROM THE RELATIVELY INFLEXIBLE PROGRAM WHERE STUDENTS ARE DROPPED AS THEY REACH THEIR PRESUMED LEVELS OF ACHIEVEMENT, TO TRACK PLANS AND INDIVIDUALLY TAILORED INSTRUCTIONAL TREATMENTS. RECOMMENDATIONS INCLUDE--(1) REDESIGNED GRADE LEVEL BOUNDARIES AND TIME LIMITS FOR SUBJECT MATTER COVERAGE, (2) WELL-DEFINED SEQUENCES OF BEHAVIORALLY DEFINED OBJECTIVES AS STUDY GUIDES FOR INDIVIDUAL STUDENTS, (3) ADEQUATE EVALUATION OF A STUDENT'S PROGRESS THROUGH A CURRICULUM SEQUENCE, (4) INSTRUCTIONAL MATERIALS APPROPRIATE FOR SELF-DIRECTED LEARNING, (5) PROFESSIONAL TRAINING OF SCHOOL PERSONNEL IN STUDENT EVALUATION AND GUIDANCE, AND (6) USE BY TEACHERS OF STUDENT PROFILES, AUTOMATION, AND OTHER SPECIAL TECHNIQUES TO DESIGN INDIVIDUALIZED INSTRUCTIONAL PROGRAMS. (JK)

TIVES AS STUDY GUIDES FOR INDIVIDUAL STUDENTS, (3) ADEQUATE EVALUATION OF A STUDENT'S PROGRESS THROUGH A CURRICULUM SEQUENCE, (4) INSTRUCTIONAL MATERIALS APPROPRIATE FOR SELF-DIRECTED LEARNING, (5) PROFESSIONAL TRAINING OF SCHOOL PERSONNEL IN STUDENT EVALUATION AND GUIDANCE, AND (6) USE BY TEACHERS OF STUDENT PROFILES, AUTOMATION, AND OTHER SPECIAL TECHNIQUES TO DESIGN INDIVIDUALIZED INSTRUCTIONAL PROGRAMS. (JK)

ED 014 786 24 EA 000 672

HILLS, R. JEAN
THE CONCEPT OF SYSTEM.

OREGON UNIV., EUGENE

REPORT NUMBER BR-5-0217-20

PUB DATE 67

CONTRACT OEC-4-10-163

EDRS PRICE MF-\$0.25 HC-\$1.12 26P.

DESCRIPTORS *CONCEPTUAL SCHEMES, *SCHOOL ADMINISTRATION, *SOCIAL SYSTEMS, *SYSTEMS APPROACH, *SYSTEMS CONCEPTS, EUGENE, ORGANIZATION, SOCIOLOGY, THEORIES.

THE AUTHOR REVIEWS ONE OF THE BASIC SOCIAL SCIENCE CONCEPTS AS IT IS UTILIZED BY PROFESSIONAL SOCIAL SCIENTISTS, MAKING A CONCEPTUAL CLARIFICATION OF THE TERM "SYSTEM" AS IT RELATES TO THE FIELD OF SCHOOL ADMINISTRATION. INCLUDED IN THE ANALYSIS ARE KEY IDEAS EXPRESSED BY THE TERM, DISTINCTIONS THAT SERVE AS VALUABLE GUIDES IN FORMULATING PROBLEMS FOR EMPIRICAL RESEARCH, AND MISUSES OF THE TERM THAT DENY IT UTILITY IN SCIENTIFIC DISCOURSE. THIS DOCUMENT IS A REVISION OF A PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK, FEBRUARY 16, 1967), AND IS ALSO AVAILABLE FROM PUBLICATIONS DEPARTMENT, CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, HENDRICKS HALL, UNIVERSITY OF OREGON, EUGENE, OREGON 97403, FOR \$1.00. (JK)

ED 014 787 24 EA 000 713

GOLDHAMMER, KEITH AND OTHERS
ISSUES AND PROBLEMS IN CONTEMPORARY EDUCATIONAL ADMINISTRATION.
FINAL REPORT.

OREGON UNIV., EUGENE

REPORT NUMBER BR-6-2423

PUB DATE AUG 67

GRANT OEG-4-6-062423-1720

EDRS PRICE MF-\$1.25 HC-\$11.08 275P.

DESCRIPTORS *EDUCATIONAL ADMINISTRATION, *EDUCATIONAL CHANGE, *EDUCATIONAL PROBLEMS, *PROFESSIONAL TRAINING, *SCHOOL SUPERINTENDENTS, BOARD ADMINISTRATOR RELATIONSHIP, COLLECTIVE NEGOTIATION, COLLEGES, CURRICULUM DEVELOPMENT, EDUCATIONAL FINANCE, EUGENE, FEDERAL AID, INSERVICE EDUCATION, LEADERSHIP, REGIONAL LABORATORIES, SCHOOL SUPERVISION, SOCIAL PROBLEMS, STATE DEPARTMENTS OF EDUCATION, URBANIZATION.

MAJOR ISSUES AND PROBLEMS FACING PUBLIC SCHOOL SUPERINTENDENTS WERE DEFINED THROUGH AN ANALYSIS OF CONFERENCES AND PERSONAL INTERVIEWS WITH 47 ADMINISTRATORS OF VARIOUS-SIZED DISTRICTS IN 22 STATES. ASSISTING THE RESEARCH TEAM WERE PERSONNEL FROM 11 STATE DEPARTMENTS OF EDUCATION, SIX REGIONAL EDUCATIONAL LABORATORIES, 36 COL-

LEGES AND UNIVERSITIES, AND THE USOE. FINDINGS OF THE STUDY INDICATE THAT PUBLIC SCHOOL SUPERINTENDENTS ARE APPREHENSIVE AND CONCERNED. MANY FEEL THEIR TRAINING WAS INADEQUATE FOR THE CONDITIONS UNDER WHICH THEY NOW WORK AND QUESTION THE VALUE OF THE FEW IN-SERVICE TRAINING PROGRAMS AVAILABLE TO THEM. THEY FIND IT DIFFICULT TO DEFINE PROPER ACTIONS FOR THEMSELVES AND THEIR SCHOOL DISTRICTS, ESPECIALLY WITH REGARD TO EDUCATIONAL CHANGE, TEACHER MILITANCY, ASPECTS OF INSTRUCTION, ADMINISTRATIVE LEADERSHIP, CRITICAL SOCIAL ISSUES, AND EDUCATIONAL FINANCE. RECOMMENDATIONS ARE MADE RELATIVE TO THE SERVICES WHICH SHOULD BE PROVIDED TO SUPERINTENDENTS BY COLLEGES AND UNIVERSITIES, STATE DEPARTMENTS OF EDUCATION, REGIONAL EDUCATIONAL LABORATORIES, ADMINISTRATORS ASSOCIATIONS, THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, AND THE USOE. (JK)

ED 014 788 EA 000 730

MELVILLE, GEORGE L. STAMM,
ELEANOR

THE PASS-FAIL SYSTEM AND THE CHANGE IN THE ACCOUNTING OF GRADES ON COMPREHENSIVE EXAMINATIONS AT KNOX COLLEGE.

KNOX COLL., GALESBURG, ILL.

PUB DATE AUG 67

EDRS PRICE MF-\$0.25 HC-\$1.08 25P.

DESCRIPTORS *ACADEMIC PERFORMANCE, *COLLEGE STUDENTS, *GRADING, *GRADUATION REQUIREMENTS, *PASS FAIL GRADING SYSTEM, COLLEGE CREDITS, GALESBERG, STUDENT ATTITUDES.

DATA ON ENROLLMENT AND PERFORMANCE IN COURSES TAKEN ON A PASS-FAIL BASIS WERE ANALYZED TO ASSESS THE EFFORT OF CHANGES IN GRADE ACCOUNTING ON COMPREHENSIVE EXAMINATIONS. FINDINGS INDICATED THAT (1) ENROLLMENT IN PASS-FAIL COURSES FOR 1966-67 INCREASED 55.5 PERCENT OVER 1965-66, (2) A STUDENT'S GRADE INDEX WAS LIKELY TO INCREASE DIRECTLY WITH THE NUMBER OF PASS-FAIL COURSES TAKEN, (3) PASS-FAIL ENROLLMENT DID NOT ENCOURAGE STUDENTS TO ENROLL IN RIGOROUS COURSES, (4) THE PASS-FAIL SYSTEM LOWERED MEAN ACADEMIC PERFORMANCE, AND (5) STUDENTS TENDED TO ENROLL IN GENERAL EDUCATION COURSES FOR PASS-FAIL CREDIT. ELIMINATION OF GRADES FOR SENIOR COMPREHENSIVE EXAMINATIONS SKEWED THE DISTRIBUTION OF 1967 COMPREHENSIVE GRADES POSITIVELY AND CONTRIBUTED DIRECTLY TO BOTH MEAN REDUCTION IN GRADE INDICES AND VARIATION IN COMPREHENSIVE SCORES AMONG THE GRADUATING CLASS. THE AUTHOR RECOMMENDS THAT PASS-FAIL COURSES BE LIMITED TO FOUR PER STUDENT AND THAT PASS-FAIL GRADES SHOULD NOT BE USED FOR GENERAL EDUCATION COURSES. (JN)

ED 014 789 24 EA 000 745

ZEIGLER, HARMON
THE POLITICAL WORLD OF THE HIGH SCHOOL TEACHER.

OREGON UNIV., EUGENE

REPORT NUMBER BR-5-0217-21

PUB DATE NOV 66

CONTRACT OEC-4-10-163

EDRS PRICE MF-\$0.75 HC-\$7.16 177P.

DESCRIPTORS *POLITICAL ATTITUDES, *SANCTIONS, *SECONDARY SCHOOL

TEACHERS, *SEX DIFFERENCES, *TEACHER BEHAVIOR, CLASSROOM ENVIRONMENT, DISCIPLINE, ENVIRONMENTAL INFLUENCES, EUGENE, GROUP ACTIVITIES, JOB SATISFACTION, ORGANIZATIONS (GROUPS), POLITICAL SOCIALIZATION, ROLE PERCEPTION, SOCIAL MOBILITY, TEACHER ATTITUDES, TEACHER ROLE, TEACHING.

AS A POLITICAL LEADER AND AS A COMMUNICATOR OF POLITICAL IDEAS TO STUDENTS, THE HIGH SCHOOL TEACHER IS INVESTIGATED IN FOUR SITUATIONS-(1) REACTING TO JOB AND ENVIRONMENT, (2) PARTICIPATING IN AN INTEREST GROUP, (3) EXPRESSING POLITICAL VALUES IN CLASS, AND (4) REACTING TO COMMUNITY SANCTIONS. THE STUDY IS BASED UPON INTERVIEWS WITH 803 OREGON HIGH SCHOOL TEACHERS. THE TYPICAL OREGON HIGH SCHOOL TEACHER IS FOUND TO BE MORE CONSERVATIVE POLITICALLY THAN HIS COMMUNITY AND TO BECOME MORE CONSERVATIVE THE LONGER HE TEACHES. SMALL-TOWN TEACHERS, FEMALE TEACHERS, AND TEACHERS OF BUSINESS EDUCATION OR GENERAL EDUCATION ARE THE MOST CONSERVATIVE. THE POLITICAL LIFE OF THE OREGON HIGH SCHOOL TEACHER IS FOUND TO BE MARKEDLY LESS THAN THAT OF OTHER POPULATIONS WITH COMPARABLE EDUCATION AND INCOME. THE FEW TEACHERS WHO DO TAKE PART IN POLITICAL ACTIVITIES ARE LIKELY TO BE MEN SUPPORTING SCHOOL BOND ISSUES AND SEEKING INCREASES IN THEIR OWN SALARIES. THE AUTHOR THEORIZES THAT TWO FACTORS ACCOUNT FOR THE POLITICAL RETICENCE OF OREGON TEACHERS-THE JOB ITSELF AND THE KIND OF PEOPLE WHO ARE RECRUITED INTO TEACHING. (HW)

ED 014 790

EA 000 756

MAYHEW, LEWIS B.

THE COLLEGIATE CURRICULUM, AN APPROACH TO ANALYSIS.

SOUTHERN REGIONAL EDUCATION BOARD, ATLANTA, GA.

REPORT NUMBER RES-MONOGRAPH-NO. 11

EDRS PRICE MF-\$0.25 HC-\$1.50 43P.

DESCRIPTORS *COLLEGE CURRICULUM, *CURRICULUM DEVELOPMENT, *CURRICULUM EVALUATION, *CURRICULUM PROBLEMS, *THEORIES, ATLANTA, EDUCATIONAL OBJECTIVES, STUDENT NEEDS, VALUES.

THIS STUDY CRITICIZES MAJOR EXISTING THOUGHTS ABOUT COLLEGIATE CURRICULA AND SUGGESTS SOME PRINCIPLES BY WHICH CURRICULUM PROBLEMS MIGHT BE SOLVED. SOLUTIONS MUST BE DEVELOPED TO DEAL WITH SUCH CURRICULUM ISSUES AS (1) CULTURE-UTILITY, (2) GENERALITY-SPECIFICITY, (3) ELECTIVE-PRESCRIBED, (4) STUDENT ORIENTED-SUBJECT ORIENTED, (5) DISCIPLINE ORIENTED-PROBLEM ORIENTED, (6) TRADITIONAL-NONTRADITIONAL, AND (7) SCIENCE ORIENTED-HUMANITIES ORIENTED. IN RESOLVING THESE BASIC ISSUES, THE UNIVERSITY SHOULD RECOGNIZE (1) THE PROPER ROLE OF UNDERGRADUATE SCHOOLS, (2) STUDENT CHARACTERISTICS AND NEEDS, (3) GRADUATE PERFORMANCE AND ATTITUDES, (4) FACULTY MEMBER AGES, ABILITIES, AND INTERESTS, AND (5) COMMUNITY EXPECTATIONS. CURRENT AND PAST CURRICULUM PRACTICES INCLUDE (1) EXPERIMENTAL PROGRAMS STRESSING STUDENT-TEACHER INTERACTIONS, (2) COOPERATIVE WORK-STUDY PROGRAMS, AND (3) EMERGENT

PROGRAMS RELATING TO CURRENT IMPORTANT PROBLEMS. A THEORY OF CURRICULUM SHOULD BE DEVELOPED ON THE BASIS OF VARIOUS POSTULATES. WITH THE POSTULATES IN MIND, EACH INSTITUTION CAN WORK TOWARD THE DEVELOPMENT OF ITS OWN CURRICULA WHILE KEEPING IN MIND CERTAIN ESSENTIAL PROCEDURES. A CURRICULUM CAN BE CONCEPTUALIZED BY UTILIZING DRESSEL'S MATHEMATICAL MODEL FOR CURRICULUM CONSTRUCTION AND A TWO-WAY CHART WHICH INCLUDES ON ONE DIMENSION THE SUBSTANTIVE AREAS OF THE CURRICULUM AND ON THE OTHER THE SKILLS, TRAITS, AND ATTITUDES NECESSARY TO USE THE SUBSTANTIVE AREAS WELL. THESE PRESENTATIONS WERE MADE AT A WORKSHOP ON INSTITUTIONAL RESEARCH SPONSORED BY THE SOUTHERN REGIONAL EDUCATION BOARD AND THE UNIVERSITY OF TEXAS (AUSTIN, TEXAS, JUNE 19-30, 1966). (HW)

ED 014 791

EA 000 790

NEALEY, STANLEY M. BLOOD, MILTON R. LEADERSHIP PERFORMANCE OF NURSING SUPERVISORS AT TWO ORGANIZATIONAL LEVELS.

ILLINOIS UNIV., URBANA, GROUP EFFECTIVE. RES. LAB.

REPORT NUMBER TR-48-67-4

PUB DATE FEB 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *LEADERSHIP STYLES, *NURSES, *ORGANIZATION, *PERFORMANCE, *SUPERVISORS, ANALYSIS OF VARIANCE, BIBLIOGRAPHIES, JOB SATISFACTION, LEADERSHIP TRAINING, MANAGEMENT, NURSES AIDES, SOCIAL PSYCHOLOGY, TABLES (DATA), URBANA.

THE RELATIONS OF LEADERSHIP STYLE AND BEHAVIOR TO WORK GROUP PERFORMANCE AND SUBORDINATE JOB SATISFACTION HAVE BEEN INVESTIGATED FOR 22 FIRST-LEVEL AND EIGHT SECOND-LEVEL NURSING SUPERVISORS IN A 1680 BED VETERANS ADMINISTRATION HOSPITAL. NURSING ASSISTANTS SUPERVISED BY TASK-ORIENTED LEADERS RECEIVED HIGHER PERFORMANCE RATINGS AT THE FIRST LEVEL OF SUPERVISION, WHILE RELATIONSHIP-ORIENTED LEADERS PERFORMED BETTER AT THE SECOND LEVEL OF SUPERVISION. SUBORDINATE'S JOB SATISFACTION WAS POSITIVELY RELATED TO LEADER CONSIDERATION AT BOTH LEVELS OF SUPERVISION. INITIATING STRUCTURE LEADER BEHAVIOR CONTRIBUTED TO HIGH SUBORDINATE JOB SATISFACTION AT THE FIRST LEVEL OF SUPERVISION AND LOW SUBORDINATE JOB SATISFACTION AT THE SECOND LEVEL. THESE DIFFERENCES IN EFFECTIVE MANAGEMENT PATTERNS ARE INTERPRETED IN THE LIGHT OF APPARENT DIFFERENCES IN SITUATIONAL LEADERSHIP DEMANDS AT THE TWO SUPERVISORY LEVELS. THIS DOCUMENT IS AVAILABLE AS AD 648 607 FROM CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, CAMERON STATION, SPRINGFIELD, VIRGINIA 22314, FOR \$3.00 HC, \$0.65 MF. (HM)

ED 014 792

EA 000 793

LEWIS, DAVID ALFRED

INCEPTION, DESIGN AND IMPLEMENTATION OF A MANAGEMENT INFORMATION SYSTEM.

AMERICAN UNIV., WASHINGTON, D.C.

REPORT NUMBER STATEMENT-1

PUB DATE JUN 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DESIGN, *INFORMATION SYSTEMS, *MANAGEMENT, *SYSTEMS APPROACH, *SYSTEMS DEVELOPMENT, BIBLIOGRAPHIES, DECISION MAKING, DISTRICT OF COLUMBIA, ELECTRONIC DATA PROCESSING, ENGINEERING, EVALUATION, INDEXING, INFORMATION NEEDS, INFORMATION RETRIEVAL, INSTITUTIONAL ENVIRONMENT, OPERATIONS RESEARCH, ORGANIZATION, PLANNING, PROGRAMING.

THE PURPOSE OF THIS PAPER IS TO DEVELOP AN INSTRUCTIONAL AND SYSTEMATIC APPROACH TO THE DESIGN AND IMPLEMENTATION OF A MANAGEMENT INFORMATION SYSTEM. GOALS, OBJECTIVES, STRUCTURE, AND RESPONSIBILITIES FORM THE FRAMEWORK OF A MANAGEMENT INFORMATION SYSTEM. THE TASK OF A MANAGEMENT INFORMATION SYSTEM IS TO PROCESS RAW DATA IN SUCH A WAY AS TO GENERATE THE INFORMATION REQUIRED FOR MANAGEMENT USE. THE SYSTEM IS COMPOSED OF FIVE INTEGRATED SUBSYSTEMS-INFORMATION, PERSONNEL, COMMUNICATIONS, HARDWARE, AND SOFTWARE. THE FOUR BASIC GOALS OF THIS SYSTEM INCLUDE-(1) TIMELY, ACCURATE DELIVERY OF INFORMATION WHEN AND WHERE NEEDED, (2) FILTERED DISTRIBUTION OF INFORMATION, (3) READY ASSEMBLAGE OF INFORMATION FOR SPECIAL REPORTS, AND (4) EXECUTION OF FEASIBLE CONTROLS THROUGH INTERNAL SYSTEM LOGIC. AN OVERVIEW OF DESIGN IN TERMS OF SYSTEMS INTEGRATION AND AN ANALYSIS OF THE CONCEPT OF TOTAL MANAGEMENT INFORMATION SYSTEMS ARE MADE. THIS MATERIAL WAS SUBMITTED AS A DISSERTATION TO AMERICAN UNIVERSITY, 1967, 54 PAGES, AND IS AVAILABLE AS AD 646 851 FROM CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, CAMERON STATION, SPRINGFIELD, VIRGINIA 22314, FOR \$3.00 HC, \$0.65 MF. (HM)

ED 014 793

EA 000 796

AMMERMAN, HARRY L. MELCHING, WILLIAM H.

THE DERIVATION, ANALYSIS, AND CLASSIFICATION OF INSTRUCTIONAL OBJECTIVES.

GEORGE WASHINGTON UNIV., ALEXANDRIA, VA.

REPORT NUMBER TR-66-4

REPORT NUMBER DA-PROJ-2J024701A712-01

PUB DATE MAY 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COURSE OBJECTIVES, *INSTRUCTIONAL DESIGN, *MILITARY SCIENCE, *TASK PERFORMANCE, *TRAINING TECHNIQUES, ALEXANDRIA, BIBLIOGRAPHIES, JOB SKILLS, LEARNING PROCESSES, PROGRAMED INSTRUCTION, STUDENT MOTIVATION, TEACHING PROCEDURES.

THIS REPORT EXAMINES THE METHODS, TERMS, AND CRITERIA ASSOCIATED WITH THE DETERMINATION OF STUDENT PERFORMANCE OBJECTIVES. SELECTED EDUCATIONAL AND TRAINING RESEARCH LITERATURE WAS REVIEWED TO IDENTIFY PROCEDURES CURRENTLY USED IN DETERMINING INSTRUCTIONAL OBJECTIVES. A SURVEY OF EIGHT ARMY SERVICE SCHOOLS WAS CONDUCTED TO DETERMINE PROCEDURES USED BY INSTRUCTIONAL PERSONNEL IN DECIDING COURSE CONTENT. PERFORMANCE OBJECTIVES PREPARED BY ARMY SERVICE SCHOOLS AND BY OTHER AGENCIES VARIED IN EXTENT OF DESCRIPTION OF STUDENT ACTION, RELATIONSHIP OF

STUDENT ACTION TO JOB REQUIREMENTS, CONCERN FOR CONVENIENT MEASURABILITY, AND INCLUSION OF CONDITIONS AND STANDARDS OF EXPECTED PERFORMANCE. WITHIN ARMY SCHOOLS, THE RELEVANCE OF STUDENT ACTION IN CONVERTING EXISTING INSTRUCTIONAL TOPICS TO THE FORM OF STUDENT PERFORMANCE OBJECTIVES HAS SUFFERED FROM LACK OF THOROUGH DEFINITION OF INTENDED WORK-PERFORMANCE SITUATIONS. THE LESS SPECIFIC THE INTENDED PERFORMANCE SITUATION, THE GREATER THE RATIO OF DECISION EFFORT TO INSTRUCTION TIME. DISTINCTION BETWEEN "TERMINAL OBJECTIVES" (REPRESENTATIONS OF THE ULTIMATE EXPECTED PERFORMANCE CAPABILITIES) AND "ENABLING OBJECTIVES" (NECESSARY LEARNING TASKS DEPENDENT UPON TERMINAL OBJECTIVES FOR THEIR VALUE) IS ESSENTIAL FOR DESIGNING MEANINGFUL, EFFICIENT, AND APPROPRIATE LEARNING EXPERIENCES FOR STUDENTS. TERMINAL STUDENT PERFORMANCE OBJECTIVES VARY ON FIVE FACTORS: (1) TYPE OF PERFORMANCE UNIT, (2) EXTENT OF ACTION DESCRIPTION, (3) RELEVANCY OF STUDENT ACTION, (4) COMPLETENESS OF STRUCTURAL COMPONENTS, AND (5) PRECISION OF EACH STRUCTURAL COMPONENT. THIS DOCUMENT IS AVAILABLE AS AD 633 474 FROM CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, CAMERON STATION, SPRINGFIELD, VIRGINIA 22314, FOR \$3.00 HC, \$0.75 MF. (HM)

ED 014 794 **EA 000 800**

BAGLEY, CLARENCE H.
INSTITUTIONAL RESEARCH AND INFORMATION CONTROL.

PUB DATE 30 APR 67

EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS "DATA COLLECTION, "HIGHER EDUCATION, "INFORMATION SYSTEMS, "INSTITUTIONAL RESEARCH, "STUDENT RECORDS, BUDGETS, COMPUTER ORIENTED PROGRAMS, DATA BANKS, DECISION MAKING, DETROIT, FACULTY, INDIVIDUAL CHARACTERISTICS, LONGITUDINAL STUDIES, NEWS MEDIA, PLANNING, POLICY FORMATION, STUDENTS.

INFORMATION CONTROL SHOULD BE AN INDIVIDUALIZED POLICY WHICH IS DEVELOPED AND MAINTAINED FOR EACH INSTITUTION. THE NEED FOR INFORMATION CONTROL HAS ARISEN BECAUSE OF THE INCREASING NUMBER OF OFFICES AND BUREAUS OF INSTITUTIONAL RESEARCH, THE USE OF COMPUTER TECHNOLOGY, THE INCREASING NUMBER OF STUDIES ON STUDENTS, BUDGET REQUESTS, AND AMOUNTS OF INFORMATION NOW PART OF THE NORMAL OPERATIONS WITHIN INSTITUTIONS. GENERAL PROCEDURES IN INFORMATION CONTROL NECESSARY FOR OPERATIONS AND PLANNING INCLUDE: (1) DESIGNATING A CENTRAL OFFICE WITH THE RESPONSIBILITY FOR ANSWERING DATA INFORMATION REQUESTS, (2) CONDUCTING A COMPREHENSIVE SURVEY OF THE COLLEGE AS TO WHAT INFORMATION IS PRODUCED, WHERE THE DATA AND REPORTS ARE ORIGINATING AND WHERE THEY ARE GOING, AND THE DEGREE OF USE AND COST FOR THE GATHERING, TABULATION, AND PRODUCTION OF DATA, (3) SETTING UP A SYSTEMS APPROACH, (4) DEFINING THE TERMS AND STANDARDS OF REPORTING DATA, AND (5) DEVELOPING A DATA BANK PROCEDURES FOR CONTROL OF INFORMATION ON STUDENTS MUST ALSO BE DEVELOPED, AND LEGAL CONSIDERATIONS FOR THE DISPO-

SITION OF STUDENT RECORDS MUST BE CLARIFIED. THIS PAPER WAS PRESENTED AT A MEETING OF THE ASSOCIATION FOR EDUCATIONAL DATA SYSTEMS (DETROIT, APRIL 30-MAY 2, 1967). (HW)

ED 014 795 **EA 000 803**

MELCHING, WILLIAM H. AND OTHERS
DERIVING, SPECIFYING, AND USING INSTRUCTIONAL OBJECTIVES.

GEORGE WASHINGTON UNIV., ALEXANDRIA, VA.

REPORT NUMBER PROFESSIONAL-

PAPER-10-66

PUB DATE DEC 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS "INSTRUCTIONAL DESIGN, "STUDENTS, "TASK PERFORMANCE, "TRAINING OBJECTIVES, ALEXANDRIA, INSTRUCTIONAL IMPROVEMENT, MILITARY SCIENCE, PERFORMANCE FACTORS, PERFORMANCE TESTS, PROGRAMED INSTRUCTION, TEST CONSTRUCTION, TEST VALIDITY.

THE PURPOSE OF THIS SYMPOSIUM WAS TO CONSIDER SOME PROBLEMS FREQUENTLY ENCOUNTERED WHEN PREPARING INSTRUCTIONAL OBJECTIVES AND TO DISCUSS SEVERAL MEANS BY WHICH FUTURE EFFORTS AT IMPLEMENTATION MIGHT BE FACILITATED. TOPICS DISCUSSED INCLUDE: (1) "IN DEFENSE OF INSTRUCTIONAL OBJECTIVES," (2) "SOME IMPORTANT WAYS IN WHICH PERFORMANCE OBJECTIVES CAN VARY," (3) "THE CONTENT VALIDITY OF INSTRUCTIONAL OBJECTIVES," AND (4) "INSTRUCTIONAL OBJECTIVES AND MEASURING SUCCESS OF INSTRUCTION." THESE PRESENTATIONS WERE DELIVERED TO THE ANNUAL CONVENTION OF THE PSYCHOLOGICAL ASSOCIATION (13TH, ARLINGTON, TEXAS, APRIL, 1966), AND ARE AVAILABLE AS AD 646 976 FROM CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, CAMERON STATION, SPRINGFIELD, VIRGINIA 22314, FOR \$3.00 HC, \$0.65 MF. (HM)

ED 014 796 **24** **EA 000 805**

LOWE, WILLIAM T. PURRINGTON, GORDON

A STUDY OF THE OBJECTIVITY OF MATERIALS USED IN CURRENT EVENTS INSTRUCTION IN SECONDARY SCHOOL SOCIAL STUDIES CLASSROOMS.

CORNELL UNIV., ITHACA, N.Y., SCH. OF EDUCATION

REPORT NUMBER CRP-S-261

REPORT NUMBER BR-5-8033

PUB DATE 31 AUG 66

EDRS PRICE MF-\$0.50 HC-\$2.52 61P.

DESCRIPTORS "CURRENT EVENTS, "CURRICULUM RESEARCH, "EVALUATION, "PERIODICALS, "PUBLIC AFFAIRS EDUCATION, BIBLIOGRAPHIES, CLASSROOM MATERIALS, HYPOTHESIS TESTING, INSTRUCTIONAL AIDS, ITHACA, SECONDARY SCHOOLS, SOCIAL STUDIES, TEACHER ROLE, WORLD AFFAIRS.

THE FIVE CLASSROOM PERIODICALS WITH THE LARGEST CIRCULATION IN THE NEW YORK AREA ARE COMPARED WITH THE THREE BEST SELLING ADULT NEWS PUBLICATIONS, THE BEST SELLING CONSERVATIVE JOURNAL OF OPINION, AND THE BEST SELLING LIBERAL JOURNAL OF OPINION TO DETERMINE IF THE USE OF CLASSROOM PERIODICALS IN HIGH SCHOOL SOCIAL SCIENCE COURSES IS JUSTIFIED ON THE BASIS OF THEIR GREATER OBJECTIVITY AND FREEDOM FROM BIAS. A PANEL OF KNOWLEDGEABLE SOCIAL SCIENCE AND HISTORY TEACHER-SCHOLARS WERE ASKED TO

RATE AND RANK VARIOUS TREATMENTS OF THE SAME TOPIC IN TERMS OF THE OBJECTIVITY AND CONSERVATISM OF THE PRESENTATION, USING INSTRUMENTS PREPARED BY THE RESEARCHERS. HYPOTHESIS ONE, THE FIVE CLASSROOM PERIODICALS ARE LESS OBJECTIVE THAN THE ADULT PUBLICATIONS, WAS NOT SUPPORTED BY THE DATA. HYPOTHESIS TWO, CLASSROOM PERIODICALS ARE MORE CONSERVATIVE AS MEASURED BY RANKING THEM ON A CONSERVATIVE-LIBERAL CONTINUUM THAN ARE THE ADULT PUBLICATIONS, WAS REJECTED. HYPOTHESIS THREE, CLASSROOM PERIODICALS DO NOT SIGNIFICANTLY DIFFER FROM EACH OTHER IN TERMS OF OBJECTIVITY, WAS REJECTED. HYPOTHESIS FOUR, EACH OF THE CLASSROOM PERIODICALS IS INCONSISTENT IN TERMS OF ITS CONSERVATISM OR LIBERALITY, WAS SUPPORTED BY THE DATA. (HM)

ED 014 797 **24** **EA 000 836**

MINER, JOHN B.
THE SCHOOL ADMINISTRATOR AND ORGANIZATIONAL CHARACTER.

OREGON UNIV., EUGENE

REPORT NUMBER BR-5-0217-22

PUB DATE JUL 67

CONTRACT OEC-4-10-163

EDRS PRICE MF-\$0.50 HC-\$4.08 100P.

DESCRIPTORS "ADMINISTRATIVE PERSONNEL, "ADMINISTRATOR EVALUATION, "ADMINISTRATOR QUALIFICATIONS, "ADMINISTRATOR SELECTION, "ORGANIZATIONAL CLIMATE, ADMINISTRATOR CHARACTERISTICS, EDUCATIONAL INNOVATION, ELEMENTARY SCHOOL SUPERVISORS, ELEMENTARY SCHOOLS, EUGENE, HIGH SCHOOL SUPERVISORS, HIGH SCHOOLS, JOB ANALYSIS, MOTIVATION, PRINCIPALS, RATING SCALES, SCHOOL DISTRICTS, SCHOOL SUPERINTENDENTS.

TO DETERMINE MAJOR FACTORS AFFECTING SELECTION AND PERFORMANCE OF SUPERVISORS IN SCHOOL ORGANIZATIONS, DATA WERE ANALYZED FROM A SCHOOL ADMINISTRATOR EVALUATION FORM FOR 219 ADMINISTRATIVE PERSONNEL (79.3 PERCENT OF 276 TOTAL), REPRESENTING LARGE CITY, MEDIUM CITY, SMALL CITY, AND CONSOLIDATED SCHOOL DISTRICTS IN THE PACIFIC NORTHWEST. APPLYING TECHNIQUES USED IN THE ANALYSIS OF BUSINESS ORGANIZATIONS, THE STUDY REVEALED THAT CRITERIA FOR SELECTION OF SCHOOL SUPERVISORS ARE DETERMINED BY JOB PERFORMANCE CRITERIA FOR THE POSITION AND ESPECIALLY BY THE KIND OF DISTRICT CONCERNED. THIS LEADS TO THE FORMULATION OF "ORGANIZATIONAL CLIMATE" AS A DETERMINING VARIABLE IN THE SELECTION OF SUPERVISORY PERSONNEL FOR A PARTICULAR DISTRICT. DESCRIPTIONS ARE GIVEN FOR INDICES OF SUPERVISOR EFFECTIVENESS, AS INDICATED BY ORGANIZATIONAL REWARD (GRADE LEVEL ASSIGNMENT AND SALARY) AND OVERALL POTENTIAL FOR ACHIEVEMENT (BIOGRAPHICAL FACTORS, VERBAL ABILITY, INNER LIFE ORIENTATION, CONFORMITY, CREATIVITY, INNOVATION, AND MANAGERIAL WORK, AND SOCIAL MOTIVATIONS). THIS DOCUMENT IS ALSO AVAILABLE FROM PUBLICATIONS DEPARTMENT, CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, HENDRICKS HALL, UNIVERSITY OF OREGON, EUGENE, OREGON 97403, FOR \$2.00. (JK)

ED 014 798

EA 000 837

CARSON, ROBERT B. AND OTHERS
TEACHER PARTICIPATION IN THE COMMUNITY, ROLE EXPECTATIONS AND BEHAVIOR.

OREGON UNIV., EUGENE

REPORT NUMBER BR-5-0217-23

PUB DATE 67

CONTRACT OEC-4-10-163

EDRS PRICE MF-\$0.50 HC-\$3.12 76P.

DESCRIPTORS *DECISION MAKING, *SCHOOL COMMUNITY RELATIONSHIP, *TEACHER BEHAVIOR, *TEACHER PARTICIPATION, *TEACHER ROLE, BOARDS OF EDUCATION, COMMUNITY LEADERS, EDUCATIONAL PLANNING, ELEMENTARY SCHOOL TEACHERS, EUGENE, PRINCIPALS, ROLE PERCEPTION, SCHOOL SUPERINTENDENTS, SECONDARY SCHOOL TEACHERS, TABLES (DATA), TEACHER INFLUENCE.

TO EXAMINE THE ROLE AND FUNCTIONS OF TEACHERS AS SOCIAL PARTICIPANTS WITHIN THE SCHOOL AND IN THE COMMUNITY, QUESTIONNAIRE SURVEY DATA WERE ANALYZED FROM A 62 PERCENT RESPONSE OF TEACHERS (508 OF 816 TOTAL) AND A 93 PERCENT RESPONSE OF NONTEACHERS (81 OF 87 TOTAL) IN THREE WESTERN OREGON COMMUNITIES. AS VIEWED BY TEACHERS, NORMATIVE EXPECTATIONS AND ACTUAL PRACTICES OF TEACHERS FOR 16 EDUCATIONAL ACTIVITIES (E.G., TEACHING ASSIGNMENTS, PLANNING SCHOOL PLANT EXPANSION, AND DEVELOPING SCHOOL BUDGETS) WERE INDICATED ON A CONTINUUM RANGING FROM APPROPRIATENESS OF FORMAL PARTICIPATION IN SPECIFIC DECISIONMAKING PROCESSES TO POLICY ESTABLISHMENT AND EXTENT OF PERSONAL INVOLVEMENT. ADDITIONAL MEASURES WERE DETERMINED FOR TEACHER PERCEPTION OF THEIR APPROPRIATE SOCIAL PARTICIPATION AND INFLUENCE AT THE COMMUNITY LEVEL. AS VIEWED BY NONTEACHERS, COMPARATIVE DATA DEFINING TEACHER ROLE NORMS WERE OBTAINED FROM PRINCIPALS, SUPERINTENDENTS, SCHOOL BOARD MEMBERS, AND COMMUNITY INFLUENTIALS. GENERAL FINDINGS INDICATED THAT SOCIAL PARTICIPATION EXPERIENCES AND ASPIRATIONS WITH RESPECT TO EDUCATIONAL ACTIVITIES AND COMMUNITY LIFE ARE LIMITED FOR MOST TEACHERS IN THREE WAYS: (1) TEACHERS BELIEVE THEIR WIDE PARTICIPATION IN SUCH ACTIVITIES IS INAPPROPRIATE, (2) THEY HAVE NOT PARTICIPATED EXTENSIVELY IN THESE ACTIVITIES, AND (3) THEY DO NOT ASPIRE TOWARD A POWERFUL DECISIONMAKING ROLE EITHER IN EDUCATION OR IN COMMUNITY LIFE. FIFTY-NINE EMPIRICAL FINDINGS ARE APPENDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE PUBLICATIONS DEPARTMENT, CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, HENDRICKS HALL, UNIVERSITY OF OREGON, EUGENE, OREGON 97403, FOR \$2.00. (JK)

ED 014 799

EA 000 870

FISCHER, JOHN H.
THE SCHOOL PARK.

EDRS PRICE MF-\$0.25 HC-\$0.96 22P.

DESCRIPTORS *EDUCATIONAL PARKS, *EDUCATIONAL PLANNING, *EQUAL EDUCATION, *SCHOOL INTEGRATION, *SCHOOL REDISTRICTING, EDUCATIONAL COMPLEXES, EDUCATIONAL FACILITIES, EDUCATIONAL NEEDS, EDUCATIONAL POLICY, METROPOLITAN AREAS, NEGRO EDUCATION, SCHOOL ADMINISTRATION, SCHOOL PLANNING, URBAN SCHOOLS,

TO ASSIST IN DESEGREGATION, VARIOUS MODELS FOR THE SCHOOL PARK ARE PROPOSED: (1) ASSEMBLING ALL STUDENTS AND SCHOOLS OF A SMALL OR MEDIUM-SIZED COMMUNITY ON A SINGLE CAMPUS, (2) SERVING ONE SECTION OF A LARGE CITY, (3) CENTERING ALL SCHOOL FACILITIES FOR A SINGLE LEVEL OF EDUCATION ON A SINGLE SITE, AND (4) ESTABLISHING RINGS OF SCHOOL PARKS ABOUT EACH SEGREGATED CENTRAL CITY. BECAUSE OF THE SIZE OF AN EDUCATIONAL PARK, LIBRARIES, FULL-TIME SPECIALISTS, CLOSED CIRCUIT TELEVISION, AND STAFF AND STUDENT ORGANIZATION COULD BE USED MORE EFFICIENTLY. THE PRESENCE ON A SINGLE CAMPUS OF ALL SCHOOL LEVELS AND OF A WIDE RANGE OF ADMINISTRATIVE AND AUXILIARY SERVICES WOULD GIVE OPPORTUNITIES FOR PERSONAL DEVELOPMENT AND ADVANCEMENT NOT POSSIBLE IN A SINGLE SCHOOL. PLANNING OF A SCHOOL PARK WILL BE A FUNDAMENTAL PROBLEM IN CITY PLANNING, AND FINANCING OF EDUCATIONAL PARKS WILL REQUIRE LARGE-SCALE FEDERAL SUPPORT. AS A STEP TOWARD FULL COMMITMENT, SCHOOLS CAN BE GROUPED INTO COOPERATIVE COMPLEXES. THIS REPORT WAS PREPARED FOR THE U.S. COMMISSION ON CIVIL RIGHTS. (HM)

ED 014 800

EA 000 873

GOULD, SAMUEL B.

LEADERSHIP IN A TIME OF EDUCATIONAL CHANGE.

PUB DATE 07 MAR 67

EDRS PRICE MF-\$0.25 HC-\$1.08 25P.

DESCRIPTORS *EDUCATIONAL CHANGE, *EDUCATIONAL INNOVATION, *HIGHER EDUCATION, *LEADERSHIP, *PRESIDENTS, EDUCATIONAL EQUALITY, EDUCATIONAL FACILITIES, EDUCATIONAL PHILOSOPHY, INSTITUTIONS, LABOR, SCIENCES, TEACHER ADMINISTRATOR RELATIONSHIP.

SOCIAL AND EDUCATIONAL CHANGES ARE NECESSITATING MODIFICATIONS IN EDUCATIONAL LEADERSHIP. LEADERSHIP AND EDUCATIONAL CHANGE ARE DISCUSSED UNDER FOUR MAIN POINTS: (1) THE CHANGE IN THE NATURE OF OUR EDUCATIONAL INSTITUTIONS, (2) THE EMERGENCE OF A NEW TYPE OF EDUCATIONAL LEADER AS A RESULT OF THESE INSTITUTIONAL CHANGES, (3) THE CHANGE IN ATTITUDES TOWARD LEADERSHIP ON PRESENT-DAY CAMPUSES, AND (4) THE NEWLY RECOGNIZED ELEMENTS OF UNIVERSITY LIFE WHICH APPEAR IMMINENT. THIS NEW LEADERSHIP SHOULD BE MANAGERIAL, EDUCATIONAL, AND PERSUASIVE, AND SHOULD CREATE AN INTERNAL AND EXTERNAL CLIMATE FOR FACULTY AND STUDENT ACCEPTANCE OF CHANGE AND ROLE COORDINATION. THIS ADDRESS WAS PRESENTED AT THE ANNUAL CONFERENCE OF THE ASSOCIATION FOR HIGHER EDUCATION (CHICAGO, MARCH 7, 1967). (RW)

ED 014 801

24

EA 000 877

CARLTON, PATRICK W.

THE ATTITUDES OF CERTIFICATED INSTRUCTIONAL PERSONNEL TOWARD PROFESSIONAL NEGOTIATION AND "SANCTIONS."

OREGON UNIV., EUGENE

REPORT NUMBER BR-6-8367

PUB DATE 67

GRANT OEG-4-7-008367-2007

EDRS PRICE MF-\$1.00 HC-\$9.16 227P.

DESCRIPTORS *ADMINISTRATOR ATTITUDES, *COLLECTIVE NEGOTIATION, *SANCTIONS, *TEACHER ATTITUDES, *TEACHER STRIKES, EUGENE, FEMALES, MALES, MEASUREMENT, NORTH CAROLINA, PRINCIPALS, STATISTICAL ANALYSIS, TEACHERS.

BASED ON A 71 PERCENT RESPONSE FROM A SELECTED SAMPLE OF NORTH CAROLINA PRINCIPALS AND TEACHERS (345 MALE PRINCIPALS, 117 FEMALE PRINCIPALS, 399 MALE TEACHERS, AND 388 FEMALE TEACHERS), A STUDY WAS MADE OF EDUCATORS' ATTITUDES TOWARD THREE COMPONENTS OF COLLECTIVE ACTION—COLLECTIVE NEGOTIATION, SANCTIONS, AND STRIKES. LIKERT-TYPE SCALES WERE DEVELOPED TO MEASURE ATTITUDINAL SETS OF THE FOUR GROUPS OF EDUCATORS TO EACH OF THE THREE COMPONENTS. STATISTICAL ANALYSES, PRIMARILY BY TWO-WAY ANALYSIS OF VARIANCE AND PEARSON PRODUCT-MOMENT CORRELATION, CONFIRMED THE STUDY'S TWO MAJOR HYPOTHESES: (1) MALE EDUCATORS ARE MORE FAVORABLY INCLINED THAN FEMALE EDUCATORS TOWARD COLLECTIVE TEACHER ACTION, INCLUDING NEGOTIATIONS, SANCTIONS, AND STRIKES, AND (2) CLASSROOM TEACHERS ARE MORE FAVORABLY INCLINED THAN PRINCIPALS TOWARD TEACHER COLLECTIVE ACTION, INCLUDING COLLECTIVE NEGOTIATIONS, SANCTIONS, AND STRIKES. RELATED FACTORS ANALYZED INCLUDED THE PERIOD OF EDUCATOR'S RESIDENCE IN THE STATE, EDUCATIONAL LEVEL, TYPE OF SCHOOL UNIT IN WHICH EMPLOYED, SIZE OF TOWN, LENGTH OF EXPERIENCE, LEVEL AT WHICH EMPLOYED, AND LEVEL OF CERTIFICATION. ANALYSIS INDICATED A SIGNIFICANTLY POSITIVE RELATIONSHIP BETWEEN COLLECTIVE NEGOTIATIONS AND THE PHILOSOPHICAL ORIENTATION OF EDUCATORS ON A PROGRESSIVISM-TRADITIONALISM CONTINUUM BUT ONLY MINIMAL CORRELATIONS OF PHILOSOPHICAL ORIENTATION WITH SANCTIONS AND STRIKES. (JK)

ED 014 802

EA 000 902

STREUFERT, SIEGFRIED AND OTHERS
LEADERSHIP IN NEGOTIATIONS AND THE COMPLEXITY OF CONCEPTUAL STRUCTURE.

RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.

REPORT NUMBER TR-3

REPORT NUMBER RR-006-08-02

PUB DATE JUL 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BEHAVIOR THEORIES, *CONCEPTUAL SCHEMES, *LEADERSHIP QUALITIES, *LEADERSHIP STYLES, *SOCIAL PSYCHOLOGY, ANALYSIS OF VARIANCE, COLLECTIVE NEGOTIATION, CONFLICT RESOLUTION, DECISION MAKING, GAME THEORY, LABORATORY EXPERIMENTS, NEW BRUNSWICK, PROBLEM SOLVING, SIMULATION, SOCIOMETRIC TECHNIQUES.

TO DETERMINE THE THEORETICAL IMPORT OF TWO KINDS OF LEADERS, SIMPLE AND COMPLEX, A GAME EXPERIMENT SIMULATING INTERNATIONAL NEGOTIATIONS WAS CONDUCTED WITH 20 DYAD NEGOTIATION TEAMS (10 HAVING MEMBERS WITH SIMPLE CONCEPTUAL STRUCTURE AND 10 HAVING MEMBERS WITH COMPLEX CONCEPTUAL STRUCTURE) SELECTED FROM 350 MALE UNDERGRADUATE STUDENTS IN AN INTRODUCTORY PSYCHOLOGY CLASS AT AN

EASTERN STATE UNIVERSITY. THE RELATIONSHIP OF LEADERSHIP CHARACTERISTICS TO THE COMPLEXITY OF CONCEPTUAL STRUCTURE IN LEADERS WAS DETERMINED BY TWO-WAY ANALYSIS OF VARIANCE OF SOCIOMETRIC AND OBSERVER EVALUATIONS OF TEAM MEMBER PERFORMANCE ACCORDING TO STODGILL'S LEADERSHIP CHARACTERISTICS (1962). COMPLEX LEADERS WERE RATED HIGHER ON TOLERANCE OF UNCERTAINTY, ASSUMPTION OF LEADERSHIP ROLE, CONSIDERATION, AND PREDICTIVE ACCURACY. SIMPLE LEADERS WERE RATED HIGHER ON INITIATION OF STRUCTURE, PRODUCTION EMPHASIS, AND DEMANDS RECONCILIATION. THE INTERACTION EFFECT FOR CONCEPTUAL COMPLEXITY AND LEADERSHIP CHARACTERISTICS WAS HIGHLY SIGNIFICANT. FINDINGS WERE INDETERMINATE REGARDING PERSUASIVENESS, TOLERANCE OF FREEDOM OF ACTION, AND REPRESENTATION. THIS DOCUMENT IS AVAILABLE AS AD 656 368 FROM CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, CAMERON STATION, SPRINGFIELD, VIRGINIA 22314, FOR \$3.00 HC, \$0.65 MF. (JK)

ED 014 803 EA 000 903

BORGATTA, EDGAR F. EVANS, ROBERT E.
BEHAVIORAL AND PERSONALITY EXPECTATIONS ASSOCIATED WITH STATUS POSITIONS.

REPORT NUMBER APOSR-67-1531

REPORT NUMBER AD-656-680

PUB DATE APR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BEHAVIOR PATTERNS, *PERSONALITY ASSESSMENT, *ROLE PERCEPTION, *SOCIAL PSYCHOLOGY, *STATUS, BEHAVIOR RATING SCALES, FACTOR ANALYSIS, INDIVIDUAL CHARACTERISTICS, MADISON, ROLE PLAYING, ROLE THEORY.

TO DETERMINE WHETHER STATUS POSITIONS MAY BE CHARACTERIZED BY CERTAIN GENERAL BEHAVIORAL DISPOSITIONS AND PERSONALITY TRAITS, FACTOR ANALYSIS WAS EMPLOYED IN A STUDY OF THE RELATIONSHIPS OF 52 STATUS POSITIONS, INCLUDING SELECTED ETHNIC, OCCUPATIONAL, AGE, SEX, AND FAMILY CATEGORIES, WITH 28 PERSONALITY AND BEHAVIORAL CHARACTERISTICS, AS INDICATED BY THE RESPONSES (125 SETS OF RATINGS AND 115 SETS OF RANKINGS) OF A SELECTED SAMPLE OF COLLEGE STUDENTS, PRIMARILY FRESHMEN AND SOPHOMORES AT THE UNIVERSITY OF WISCONSIN. FINDINGS INDICATED THAT CERTAIN BEHAVIORAL CHARACTERISTICS AND PERSONALITY TRAITS ARE CONSISTENTLY ATTRIBUTED TO PARTICULAR STATUS POSITIONS INDEPENDENT OF METHOD (RATING OR RANKING), WITH LITTLE OR NO EFFECTS ATTRIBUTABLE TO THE FIVE ORDERS OF PRESENTATION USED. FOUR STATUS-POSITION FACTORS FOR BOTH THE RATINGS AND THE RANKINGS WERE INTERPRETED AND SCORED-LIKEABILITY, DEFIANCE, RESPONSIBILITY, AND EMOTIONALITY. PROFILES OF THE 52 STATUS POSITIONS WERE DETERMINED, BASED ON MEDIAN-SPLIT DICHOTOMIES OF THESE FOUR FACTORS AS MEASURED FOR BOTH RATINGS AND RANKINGS. THIS ARTICLE IS A REPRINT FROM "MULTIVARIATE BEHAVIORAL RESEARCH," VOLUME 2, APRIL, 1967. (JK)

ED 014 804

JORDAN, N.

DECISION-MAKING UNDER UNCERTAINTY AND PROBLEM SOLVING-A GESTALT THEORETICAL VIEWPOINT.

RAND CORP., SANTA MONICA, CALIF.

REPORT NUMBER P-2156

REPORT NUMBER AD-656-680

PUB DATE 1 DEC 60

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BEHAVIOR THEORIES, *DECISION MAKING, *GAME THEORY, *PROBLEM SOLVING, *PSYCHOLOGICAL STUDIES, ANXIETY, FEAR, PROBABILITY, SANTA MONICA, THOUGHT PROCESSES.

TWO BASIC NEEDS OF THE DECISION-MAKER ARE IDENTIFIED-THE NEED TO FUNCTION UNDER CONDITIONS OF PSYCHOLOGICAL CERTAINTY AND THE NEED TO BE VIGILANT AFTER THE INITIAL DECISION HAS BEEN MADE. PSYCHOLOGICAL CERTAINTY IS DETERMINED BY THE PERSON'S ASSESSMENT OF HIS ENVIRONMENT OR LIFE SPACE AND THE RESOURCES HE HAS AT HIS COMMAND, BOTH OF WHICH ARE DETERMINED BY HIS FRAME OF REFERENCE. TO FUNCTION WITH PSYCHOLOGICAL CERTAINTY, A PERSON MUST HAVE A MAPPING OF THE POSSIBLE REGIONS OF THE ENVIRONMENT AND KNOW THAT UNDER NO CIRCUMSTANCES WILL HE HAVE TO PAY PRICES WHICH HE CONSIDERS EXORBITANT. UNDER CONDITIONS OF PSYCHOLOGICAL UNCERTAINTY, DECISIONMAKING IS ACCOMPANIED BY FEAR OR ANXIETY. A PERSON DECIDING UNDER CONDITIONS OF FEAR OPERATES IN TERMS OF A LIMITED PERSPECTIVE, AFFECTING BOTH THE QUALITY OF HIS DECISION AND THE EFFICIENCY OF ITS EXECUTION. A PERSON DECIDING UNDER CONDITIONS OF ANXIETY RESORTS TO PANIC BEHAVIOR AND ESCAPE. IN DEFINING REGIONS, GOALS, AND PATHS FOR AN ADEQUATE UNDERSTANDING OF THE SEQUENTIAL RELATIONSHIPS OF THINKING, DECISIONMAKING, AND PROBLEM-SOLVING, POINT GRAPH THEORY IS REGARDED AS SUPERIOR TO ELEMENTARY FIELD THEORY. THIS DOCUMENT IS AVAILABLE AS AD 656 680 FROM CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, CAMERON STATION, SPRINGFIELD, VIRGINIA 22314, FOR \$3.00 HC, \$0.65 MF. (JK)

ED 014 805

COX, RICHARD C.

ITEM SELECTION TECHNIQUES AND EVALUATION OF INSTRUCTIONAL OBJECTIVES.

PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.

REPORT NUMBER LROC-REPRINT-4

PUB DATE 66

CONTRACT OEC-3-16-043

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ACHIEVEMENT TESTS, *EDUCATIONAL OBJECTIVES, *ITEM ANALYSIS, *TEST CONSTRUCTION, *TEST RELIABILITY, MEASUREMENT INSTRUMENTS, MULTIPLE CHOICE TESTS, PITTSBURGH, STATISTICAL ANALYSIS, TAXONOMY.

THE VALIDITY OF AN EDUCATIONAL ACHIEVEMENT TEST DEPENDS UPON THE CORRESPONDENCE BETWEEN SPECIFIED EDUCATIONAL OBJECTIVES AND THE EXTENT TO WHICH THESE OBJECTIVES ARE MEASURED BY THE EVALUATION INSTRUMENT. THIS STUDY IS DESIGNED TO EVALUATE THE EFFECT OF STATISTICAL ITEM SELECTION ON THE STRUCTURE OF THE FINAL EVALUATION INSTRUMENT AS COMPARED WITH THE STRUCTURE OF

EA 000 904

ITS ORIGINAL ITEM POOL. THE ITEM POOL CONSISTED OF 379 FOUR AND FIVE OPTION MULTIPLE-CHOICE ITEMS USED IN AN INTRODUCTORY NATURAL SCIENCE TEST. THESE ITEMS WERE CLASSIFIED USING THE CATEGORIES OF BLOOM'S "TAXONOMY OF EDUCATIONAL OBJECTIVES"-KNOWLEDGE, COMPREHENSION, APPLICATION, AND ANALYSIS. ONE THOUSAND MALE AND 1000 FEMALE STUDENTS WHO HAD TAKEN THE EXAMINATIONS WERE RANDOMLY SELECTED. THE UPPER AND LOWER 27 PERCENT IN EACH DISTRIBUTION WERE USED TO COMPUTE INDICES OF ITEM DIFFICULTY AND DISCRIMINATION, USING DIFFERENCE AND DAVIS INDICES. BOTH INDICES WERE THEN USED TO SELECT THE 100-ITEM FINAL TEST FORM. TWO MAJOR CONCLUSIONS RESULTED-(1) STATISTICAL SELECTION OF ITEMS FROM THE TOTAL ITEM POOL HAD A BIASING EFFECT ON THE SELECTED TESTS, AND (2) STATISTICAL SELECTION OF ITEMS FROM THE TOTAL ITEM POOL OPERATED DIFFERENTIALLY FOR MALE AND FEMALE GROUPS. THESE CONCLUSIONS IMPLY THAT STATISTICAL ITEM SELECTION ALONE IS NOT SUFFICIENT FOR TEST CONSTRUCTION. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL COUNCIL ON MEASUREMENT IN EDUCATION (CHICAGO, FEBRUARY, 1965) AND IS A REPRINT FROM "JOURNAL OF EDUCATIONAL MEASUREMENT," VOLUME 2, 1965. (HW)

ED 014 806

FARQUHAR, ROBIN H.

THE HUMANITIES AND EDUCATIONAL ADMINISTRATION-RATIONALES AND RECOMMENDATIONS.

PUB DATE 25 AUG 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *EDUCATIONAL ADMINISTRATION, *HUMANITIES, *INTERDISCIPLINARY APPROACH, *PROFESSIONAL TRAINING, ADMINISTRATOR ATTITUDES, CREATIVITY, CURRICULUM ENRICHMENT, DECISION MAKING SKILLS, EDUCATIONAL INNOVATION, INSERVICE PROGRAMS, PROBLEMS, PROGRAM DESIGN, SOCIAL SCIENCES, TUCSON, VALUES.

SELECTED CONTENT FROM THE HUMANITIES MAY CONTRIBUTE SUBSTANTIALLY TO IMPROVED PREPARATION OF EDUCATIONAL LEADERS. NEITHER THE SOCIAL SCIENCES NOR THE HUMANITIES ARE SUFFICIENT AS SOURCES OF CONTENT AND SKILLS FOR A TOTAL PREPARATORY PROGRAM IN EDUCATIONAL ADMINISTRATION. THREE MAIN FOCI ACCOUNT FOR MOST EXISTING RATIONALES FOR INCLUDING THE HUMANITIES IN ADMINISTRATOR PREPARATION-(1) A FOCUS UPON THE GENERAL LIBERALIZATION OF THE ADMINISTRATOR, (2) A FOCUS UPON THE VALUES AND PURPOSE-DEFINING SKILLS OF THE ADMINISTRATOR, AND (3) A FOCUS UPON THE CREATIVITY AND ANALYTICAL SKILLS OF THE ADMINISTRATOR. ISSUE AREAS TO BE CONSIDERED INCLUDE THE PURPOSE OF SUCH A PROGRAM, THE NATURE AND EXTENT OF RESOURCES WHICH MAY BE UTILIZED IN THE PROGRAM, AND THE EVENTUAL STRUCTURE OF SUCH A PROGRAM. TESTING THE INCORPORATION OF HUMANITIES CONTENT INTO PREPARATORY PROGRAMS FOR EDUCATIONAL ADMINISTRATORS MIGHT BE BEST ACHIEVED BY UTILIZING A TEAM APPROACH CENTERED ABOUT A NUCLEUS CONSISTING OF A SCHOLAR FROM ONE OF THE HUMANITIES, A PRO-

FESSOR OF EDUCATIONAL ADMINISTRATION, AND A SCHOOL ADMINISTRATOR. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL CONFERENCE OF PROFESSORS OF EDUCATIONAL ADMINISTRATION (TUCSON, ARIZONA, AUGUST 25, 1967), AND WILL BE PUBLISHED IN THE "JOURNAL OF EDUCATIONAL ADMINISTRATION," OCTOBER, 1968. (HM)

ED 014 807

EA 000 913

ADAMS, DON
EDUCATIONAL PLANNING.
SYRACUSE UNIV., N.Y., SCHOOL OF EDUCATION
PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ECONOMIC DEVELOPMENT, *EDUCATIONAL PLANNING, *GOVERNMENT ROLE, *MANPOWER DEVELOPMENT, *SOCIAL DEVELOPMENT, DECISION MAKING, DEVELOPING NATIONS, EDUCATIONAL CHANGE, EDUCATIONAL DEMAND, EDUCATIONAL INNOVATION, EDUCATIONAL NEEDS, EDUCATIONAL PRACTICE, EDUCATIONAL PROBLEMS, EDUCATIONAL QUALITY, EDUCATIONAL THEORIES, HUMAN RESOURCES, INVESTMENT, ORGANIZATION, SYRACUSE.

SIX ARTICLES CRITICALLY EXAMINE THE PROCESS OF EDUCATIONAL PLANNING FROM THE UNDERLYING ASSUMPTIONS TO THE PRACTICAL PROBLEMS OF IMPLEMENTATION. ANDERSON AND BOWMAN IN "THEORETICAL CONSIDERATIONS IN EDUCATIONAL PLANNING" DISCUSS SUCH TOPICS AS THE DEFINITION OF PLANNING, EDUCATIONAL PLANNING AND SOCIAL DEMOCRATIZATION, PLANNING FOR MANPOWER PRODUCTION, THE FLOW DYNAMICS OF EDUCATIONAL SYSTEMS, AND DESIGNS FOR DECISIONS. "ASSESSING THE EDUCATIONAL NEEDS OF A NATION" BY PARNES DEFINES THE "NEED" FOR EDUCATION, SUGGESTS APPROACHES TO ASSESS EDUCATIONAL NEEDS, AND ASSESSES THE EDUCATIONAL NEEDS IN THE MEDITERRANEAN COUNTRIES. IN "ORGANIZATION OF EDUCATIONAL PLANNING," EIDE ILLUSTRATES ORGANIZATIONAL DEVELOPMENT AND FACTORS BEHIND THE DEVELOPMENT OF EDUCATIONAL PLANNING IN THE WESTERN COUNTRIES, DISCUSSES PLANNING AS AN ADMINISTRATIVE FUNCTION, AND SUGGESTS GUIDELINES FOR THE ORGANIZATION OF EDUCATIONAL PLANNING. HAYWARD'S "THE IMPLEMENTED EDUCATIONAL PLAN" CALLS ATTENTION TO THE SPECIAL OPPORTUNITY OFFERED IN THE PROSPECT OF AN INCREASING FLOW OF FINANCING THROUGH FOREIGN AID. PLATT IN "MANPOWER PLANNING IN THAILAND" ANALYZES THE MANPOWER ASPECTS OF THAILAND, AND BREMBECK IN "EDUCATIONAL PLANNING IN THAILAND" USES SOME OF THESE FINDINGS ALONG WITH SOME OF HIS OWN TO MAKE RECOMMENDATIONS FOR EDUCATIONAL PLANNING IN THAILAND. THIS DOCUMENT IS PUBLISHED BY THE SYRACUSE UNIVERSITY PRESS, BOX 87, UNIVERSITY STATION, SYRACUSE, NEW YORK 13210, 152 PAGES, \$1.50. (HW)

ED 014 808

EA 000 920

FISCHER, JOHN H.
DESEGREGATING CITY SCHOOLS.
PUB DATE 17 JUN 66

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *COMMUNITY SUPPORT, *EQUAL EDUCATION, *RACIALLY BALANCED SCHOOLS, *SCHOOL INTEGRATION, *URBAN SCHOOLS, ADMINISTRATOR RESPONSIBILITY, CITIZEN PARTICIPATION, DEFACIO SEGREGATION, EDUCATIONAL CHANGE, EDUCATIONAL DISADVANTAGE, EDUCATIONAL IMPROVEMENT, EDUCATIONAL PARKS, EDUCATIONAL POLICY, NEW YORK CITY, ORGANIZATIONS (GROUPS), SCHOOL REDISTRICTING, SCHOOL SEGREGATION.

THE STRUGGLE FOR EDUCATIONAL EQUALITY DEMANDS DIRECT CONFRONTATION OF THE PROBLEM, DETERMINED AND ABLE LEADERSHIP BY SCHOOL ADMINISTRATORS, AND COORDINATION OF COMMUNITY AND AGENCY SUPPORT. THE LACK OF FIRST-RATE SCHOOLS IN NEGRO COMMUNITIES AND THE PSYCHOLOGICAL EFFECT UPON THE INDIVIDUAL ATTENDING A SCHOOL WHERE EVERY PUPIL RECOGNIZES THAT HIS GROUP IS VIEWED AS LESS ABLE, SUCCESSFUL, AND ACCEPTABLE EMPHASIZE THE NEED FOR A MORE FAVORABLE BALANCE OF RACES IN THE SCHOOLS. THE PURPOSE OF SCHOOL INTEGRATION IS NOT PRIMARILY TO RAISE QUANTITATIVE INDICES OF NEGRO SCHOLASTIC ACHIEVEMENT, BUT RATHER TO ALTER THE CHARACTER AND QUALITY OF OPPORTUNITIES ALL CHILDREN CAN ENJOY, TO PROVIDE THEM WITH EQUAL INCENTIVES TO SUCCEED, AND TO FOSTER A SENSE OF INTERGROUP ACCEPTANCE. CREATION OF A PUBLIC SCHOOL SYSTEM WHICH WILL ASSURE EVERY PUPIL EQUAL ACCESS TO EXCELLENT INSTRUCTION IS A COMMUNITY TASK INVOLVING (1) IMAGINATIVE, BOLD APPRAISAL OF WHAT A WELL-STAFFED, WELL-SUPPORTED, AND WELL-INTEGRATED PUBLIC SCHOOL SYSTEM WOULD MEAN TO THE COMMUNITY, (2) PROJECTION OF THE ROLE OF OTHER AGENCIES, (3) ESTIMATION, ADAPTATION, AND SCHEDULING OF THE RESOURCES REQUIRED, AND (4) WILLINGNESS OF ALL CONCERNED TO MAKE AND TO MEET COMMITMENTS OF POLICY, RESOURCES, AND ACTION. THIS DOCUMENT WAS PREPARED FOR DELIVERY AT THE SCHOOL ADMINISTRATORS CONFERENCE, SPONSORED BY THE NATIONAL URBAN LEAGUE AND TEACHERS COLLEGE OF COLUMBIA UNIVERSITY (NEW YORK, JUNE 17, 1966). (HM)

ED 014 809

EA 000 921

HOWE, HAROLD, II
THE HEAT IN OUR KITCHEN.
PUB DATE 18 JUN 66

EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *ADMINISTRATOR ROLE, *CIVIL RIGHTS LEGISLATION, *EQUAL EDUCATION, *FEDERAL PROGRAMS, *SCHOOL INTEGRATION, COMPENSATORY EDUCATION, DEFACIO SEGREGATION, EDUCATIONAL PARKS, EDUCATIONAL POLICY, EDUCATIONALLY DISADVANTAGED, FEDERAL AID, GHETTOS, LEADERSHIP RESPONSIBILITY, NEW YORK CITY, RACIALLY BALANCED SCHOOLS, SCHOOL PERSONNEL, SCHOOL SEGREGATION, URBAN SCHOOLS.

WITH THEIR PROFESSIONAL EXPERTISE AND POSITIONS OF INFLUENCE, EDUCATIONAL LEADERS AT EVERY LEVEL BEAR A MAJOR RESPONSIBILITY IN ACHIEVING REALISTIC SCHOOL DESEGREGATION THROUGHOUT THE NATION. THE EDUCATOR MUST PROVIDE A COMMON MEETING GROUND FOR THE YOUNG NORTHERN NEGRO WHOSE LIFE IS CIRCUMSCRIBED WITHIN A PREDOMINANTLY BLACK GHETTO AND THE WHITE CHILD WHO HAS INHERITED THE STEREOTYPE OF SEGREGATED EDUCATION. TWO BROAD POLICIES MUST BE FOLLOWED TO SECURE COMPLIANCE WITH SCHOOL DESEGREGATION GUIDELINES

IN THE SOUTH AND TO DEFINE WHAT CONSTITUTES RACIAL DISCRIMINATION IN THE NORTH AND WEST WHERE SEGREGATION DEPENDS MORE ON RESIDENCE PATTERNS THAN ON STATED COMMUNITY POLICY--(1) MAINTENANCE OF EDUCATIONAL EXCELLENCE IN CENTRAL CITY SCHOOLS, THEREBY REDUCING WHITE MIGRATION TO THE SUBURBS, AND (2) INCLUSION WITHIN EACH SCHOOL OF STUDENTS FROM THE WIDEST POSSIBLE RANGE OF SOCIAL AND ECONOMIC CROSS-SECTIONS OF THE AREA'S POPULATION. WHILE THERE IS NO PERFECT ANSWER FOR ACHIEVING DESEGREGATION, HELPFUL TOOLS INCLUDE PAIRING PLANS, BUSSING, EDUCATIONAL PARKS, DOUBLE SESSIONS, COMPENSATORY EDUCATION, FULLY INTEGRATED SUMMER PROGRAMS, AND A NUMBER OF SPECIAL FEDERALLY FUNDED PROGRAMS. THIS ADDRESS WAS PREPARED FOR DELIVERY BEFORE THE SCHOOL ADMINISTRATORS CONFERENCE SPONSORED BY THE NATIONAL URBAN LEAGUE AND TEACHERS COLLEGE OF COLUMBIA UNIVERSITY (NEW YORK, JUNE 18, 1966). (HM)

ED 014 810

EA 000 924

HOLMGRAIN, EVERETT W. SCOTT, VERL
AN EDUCATIONAL AND CULTURAL SURVEY OF SEWARD COUNTY, NEBRASKA. FINAL REPORT.

SEWARD SCHOOL DISTRICT, NEBR.
REPORT NUMBER PROJ-NO-DPSC-66-1102
PUB DATE APR 67

GRANT OEG-3-7-1102-0229

EDRS PRICE MF-\$0.50 HC-\$4.56 112P.

DESCRIPTORS *COMMUNITY SURVEYS, *COUNTY SCHOOL SYSTEMS, *CURRICULUM EVALUATION, *PROGRAM EVALUATION, *SCHOOL SURVEYS, AUDIOVISUAL AIDS, BOARDS OF EDUCATION, CHURCH PROGRAMS, COMMUNITY ATTITUDES, EDUCATIONAL RESEARCH, ELEMENTARY SCHOOL TEACHERS, FAMILY LIFE EDUCATION, HIGH SCHOOL GRADUATES, HIGH SCHOOL STUDENTS, PRINCIPALS, QUESTIONNAIRES, SECONDARY SCHOOL TEACHERS, SEWARD, TABLES (DATA).

TO PROVIDE GUIDELINES FOR AN ADEQUATE PROGRAM OF EDUCATIONAL IMPROVEMENT IN A COUNTY REGARDED AS HAVING DEEPLY RURAL ROOTS, QUESTIONNAIRE RESPONSES WERE ANALYZED FROM SIX GROUPS OF RESPONDENTS--(1) PRESENT SENIORS ATTENDING THE COUNTY'S FIVE PUBLIC AND PAROCHIAL HIGH SCHOOLS (228 OR 96 PERCENT RESPONSE), (2) 1959 AND 1960 GRADUATES OF PUBLIC AND PAROCHIAL HIGH SCHOOLS (189 OR 55.8 PERCENT RESPONSE), (3) A RANDOM SAMPLE OF HOUSEHOLDS AND PARENTS OF STUDENTS CURRENTLY ENROLLED IN COUNTY SCHOOLS (154 OR 25.6 PERCENT RESPONSE), (4) PRINCIPALS OF ALL ELEMENTARY AND SECONDARY SCHOOLS (18 OR 100 PERCENT RESPONSE), (5) TEACHERS PRESENTLY TEACHING IN COUNTY SCHOOLS (166 OR 80 PERCENT RESPONSE), AND MEMBERS OF FIVE BUSINESS, PROFESSIONAL, AND CIVIC GROUPS THROUGHOUT THE COUNTY (35, RESPONSE NOT PERCENTAGED). BAR GRAPHS AND TABLES INDICATE RESPONDENT EVALUATIONS OF SCHOOL CURRICULAR AND ACTIVITY PROGRAMS, HOME RESOURCES, ADEQUACY OF HIGH SCHOOL EXPERIENCE, AND AVAILABILITY OF EDUCATIONAL MATERIALS. RECOMMENDATIONS SUMMARIZING THE STUDY'S FINDINGS INCLUDE--(1) FORMATION OF A COUNTY CURRICULUM COMMITTEE, (2) ESTABLISHMENT OF DIRECT COMMUNICATIONS BETWEEN THE COUNTY'S BOARDS OF EDUCATION, (3) SPONSORSHIP OF AN ADEQUATE FAMILY

LIFE PROGRAM BY THE COUNTY'S CHURCHES IN COOPERATION WITH HOMES, SCHOOLS, AND OTHER GROUPS, (4) STRENGTHENING OF DRAMA, ART, AND MUSIC APPRECIATION PROGRAMS, AND (5) ADEQUATE PROVISION OF EDUCATIONAL MATERIALS WITH PROFESSIONAL SUPPORT FOR THEIR EFFECTIVE USE. (JK)

ED 014 811 EA 000 928

KLOTSCH, J. MARTIN
THE URBAN UNIVERSITY--AND THE FUTURE OF OUR CITIES.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CITY PROBLEMS, *COLLEGE ROLE, *COLLEGE STUDENTS, *METROPOLITAN AREAS, *URBAN UNIVERSITIES, ADULT EDUCATION, CAMPUSES, COMMUTING STUDENTS, CULTURALLY DISADVANTAGED, EDUCATIONAL TRENDS, FAMILY BACKGROUND, FINE ARTS, HIGHER EDUCATION, LEADERSHIP RESPONSIBILITY, URBAN CULTURE, URBAN RENEWAL, URBANIZATION,

URBAN UNIVERSITIES NOW ENROLL NEARLY ONE-HALF OF THE STUDENTS IN DEGREE-GRANTING INSTITUTIONS. BECAUSE OF THIS INCREASING TREND, THESE URBAN UNIVERSITIES ARE BECOMING AN INTEGRAL PART OF THEIR RESPECTIVE COMMUNITIES. THE MAJOR PORTION OF THE VOLUME DISCUSSES ASPECTS OF THE SCHOOL-COMMUNITY RELATIONSHIP--(1) A PROFILE OF THE URBAN UNIVERSITY, (2) THE ROLE OF THE UNIVERSITY WITH RESPECT TO ITS COMMUNITY, (3) THE URBAN NEEDS AND THE UNIVERSITY RESOURCES WHICH CAN FULFILL THESE NEEDS, (4) THE URBAN CAMPUS AND THE DIFFICULTIES IT PACES IN EXPANSION ATTEMPTS, (5) THE URBAN UNIVERSITY STUDENT AND THE TREND TOWARD COMMUTING, AND (6) THE URBAN UNIVERSITY AND MASS EXPOSURE TO THE ARTS. THE FINAL CHAPTER PRESENTS THE PROBLEMS WHICH AN URBAN CULTURE IMPOSES ON AN URBAN UNIVERSITY AND THE RESPONSES NECESSARY FOR COPING WITH THEM SUCCESSFULLY. THIS DOCUMENT WAS PUBLISHED BY HARPER AND ROW, PUBLISHERS, INC., 49 EAST 33RD STREET, NEW YORK, NEW YORK 10016, 149 PAGES, \$4.50. (HW)

ED 014 812 EA 000 933

DODSON, DAN W.
DOES SCHOOL INTEGRATION CONFLICT WITH QUALITY EDUCATION.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EDUCATIONAL QUALITY, *EQUAL EDUCATION, *NEGRO EDUCATION, *RACIALLY BALANCED SCHOOLS, *SCHOOL INTEGRATION, ABILITY GROUPING, CIVIL RIGHTS, COMPENSATORY EDUCATION, DEFACTO SEGREGATION, EDUCATIONALLY DISADVANTAGED, INNER CITY, MIDDLE CLASS, MINORITY GROUP CHILDREN, NEIGHBORHOOD SCHOOLS, NEW YORK CITY, SOCIAL STATUS.

ONLY THROUGH QUALITY EDUCATION PROVIDED IN RACIALLY BALANCED SCHOOLS WILL CHILDREN OF DIFFERENT CULTURAL AND RACIAL BACKGROUNDS LEARN THE CITIZENSHIP SKILLS NEEDED IN CONTEMPORARY SOCIETY. THE BASIC ISSUE FOR EDUCATION IS THE NEED TO PROVIDE NEGROES WITH GENUINE QUALITY EDUCATION WHICH WILL EQUIP THEM FOR ENTRY INTO THE MIDDLE CLASS LEVEL OF AMERICAN SOCIETY. RELATED FACTORS DESERVING

FURTHER STUDY INCLUDE FEDERAL FUNDING OF PROGRAMS TO IMPROVE EDUCATION FOR THE DISADVANTAGED, NEIGHBORHOOD SCHOOLS, SPECIAL PROBLEMS CREATED BY POPULATION SHIFTS, UNWILLINGNESS OF WHITE CITIZENS TO SHARE THEIR EDUCATIONAL PRIVILEGES, ABILITY GROUPING, CURRICULUM DEVELOPMENT, AND CAREFUL EVALUATION OF THE PHILOSOPHICAL BASE FOR EDUCATION OF THE DISADVANTAGED. THIS PAPER IS THE TEXT OF AN ADDRESS GIVEN TO THE SAN FRANCISCO CIVIC UNITY COMMITTEE. THIS DOCUMENT WAS PREPARED FOR THE SCHOOL ADMINISTRATORS CONFERENCE SPONSORED BY THE NATIONAL URBAN LEAGUE AND TEACHERS COLLEGE OF COLUMBIA UNIVERSITY (NEW YORK, JUNE 17-18, 1966), AND IS REPRINTED FROM "INTEGRATED EDUCATION REVIEW." (JK)

ED 014 813 EA 000 934

TUMIN, MELVIN
THE PROCESS OF INTEGRATION.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EQUAL EDUCATION, *INDIVIDUALIZED PROGRAMS, *SCHOOL INTEGRATION, *SCHOOL POLICY, *UNGRADED CURRICULUM, GHETTOS, GRADES (SCHOLASTIC), NEGRO EDUCATION, NEW YORK CITY, PRINCIPALS, PROFESSIONAL TRAINING, RACIAL DISCRIMINATION, STUDENT BEHAVIOR, TEACHER ATTITUDES, TEACHER BEHAVIOR, TEACHER EDUCATION.

THE REALIZATION OF EQUAL OPPORTUNITY FOR ALL AMERICAN YOUTH REQUIRES A DEMOCRATIC EDUCATION THAT IS EQUALLY GOOD AND EQUALLY ENDURING. EQUAL EDUCATION IMPLIES THE MAXIMUM DEVELOPMENT OF THREE POTENTIALITIES FOR EACH CHILD--(1) DEVELOPMENT OF THE CHILD'S HIGHEST LEVEL OF PSYCHOLOGICAL READINESS TO LEARN BY FREEING HIS NATURAL POTENTIALITIES THROUGH A PROCESS OF SOCIAL ENGINEERING IN THE CONTEXT OF HIS PRESCHOOL AND NONSCHOOL ENVIRONMENT, (2) IN-SCHOOL DEVELOPMENT OF HIS HIGHEST POTENTIAL THROUGH AN OBJECTIVE AND SENSITIVE CONCERN EXPRESSED BY TEACHERS, PRINCIPALS, AND SUPERVISORY PERSONNEL, AND (3) RAISING HIS ASPIRATIONS FOR THE ATTAINMENT OF HIS HIGHEST POST-SCHOOL HORIZONS AND PROSPECTS. SUGGESTED POLICY CHANGES INCLUDE--(1) ELIMINATION OF COMPETITIVE GRADING AND SUBSTITUTION OF THE UNGRADED CURRICULUM, (2) RELIEVING TEACHERS OF EXCESS WORK LOAD SO THEY CAN DEVELOP INDIVIDUATED PROGRAMS TAILORED TO THE EDUCATIONAL NEEDS OF EACH CHILD, AND (3) SUPPORT OF TEACHERS BY SUPERVISORY PERSONNEL IN EFFORTS TO ACHIEVE EQUAL INDIVIDUATED EDUCATION, DE-EMPHASIZING THE REWARDING OF PRESUMED HIGH LEVELS OF PERFORMANCE AND THE IMPLICIT DEGRADING OF LOWER LEVELS OF PERFORMANCE. EDUCATION THAT FOLLOWS THESE POLICIES WILL CONTRIBUTE POSITIVELY TO THE PROCESS OF INTEGRATION. THIS DOCUMENT WAS PREPARED FOR THE SCHOOL ADMINISTRATORS CONFERENCE SPONSORED BY THE NATIONAL URBAN LEAGUE AND TEACHERS COLLEGE OF COLUMBIA UNIVERSITY (NEW YORK, JUNE 17-18, 1966), AND IS REPRINTED FROM "INTEGRATING THE URBAN SCHOOL." (JK)

ED 014 814 24 EA 000 936

LARRABEE, ERIC
MUSEUMS AND EDUCATION. FINAL REPORT.

SMITHSONIAN INSTITUTION, WASHINGTON, D.C.

REPORT NUMBER BR-6-2235

PUB DATE 10 SEP 67

CONTRACT OEC-2-6-06-2235-0687

EDRS PRICE MF-\$1.00 HC-\$8.88 220P.

DESCRIPTORS *EDUCATIONAL FACILITIES, *EDUCATIONAL PROGRAMS, *EXHIBITS, *LEARNING PROCESSES, *MUSEUMS, ART EDUCATION, ART PRODUCTS, BIBLIOGRAPHIES, BURLINGTON, CURRICULUM DEVELOPMENT, DISTRICT OF COLUMBIA, EVALUATION, HISTORY, INSTRUCTIONAL MATERIALS, RESEARCH, RESOURCE CENTERS, SCIENCES, STUDENTS, TEACHING METHODS, TECHNOLOGY.

FIFTEEN PAPERS PRESENTED AT THE SMITHSONIAN CONFERENCE ON MUSEUMS AND EDUCATION, AUGUST 21-26, 1966, WERE DIRECTED TOWARD DISCOVERING WAYS TO MAKE MORE EFFECTIVE EDUCATIONAL USE OF THE MORE THAN 5000 MUSEUMS IN THIS COUNTRY. PRESENT MUSEUM PROGRAMS IN EDUCATION, MUSEUM POTENTIALS IN EDUCATION, AND RESEARCH AND DEVELOPMENT WERE ASSESSED FOR PROBLEMS AND POTENTIALS. MUSEUMS AS EDUCATIONAL RESOURCES, COLLECTION ACCESSIBILITY IN TERMS OF THE EDUCATIONAL LEVEL OF THE PUBLIC AND OF EXHIBIT TECHNIQUES USED, MUSEUM EDUCATIONAL PROGRAMS, AND METHODS OF EVALUATING EXHIBIT EFFECTIVENESS WERE AMONG THE TOPICS COVERED. CONFERENCE PARTICIPANTS CONCLUDED THAT THE POSSESSION BY MUSEUMS OF RESOURCE MATERIAL FOR SELECTIVE AND UNINHIBITED STUDY GIVES THEM A SPECIAL ROLE IN THE EVOLVING CONCEPTS OF EDUCATION AND THAT EXPANDED ACTIVITIES WILL GIVE MUSEUMS A GREATER ROLE IN EDUCATION. LIMITED FISCAL AND STAFF RESOURCES MAKE IT UNWISE TO GREATLY EXPAND PROGRAMS UNTIL PUBLIC NEEDS FOR MUSEUM SERVICES ARE MORE CAREFULLY EVALUATED. THESE PAPERS WERE PREPARED FOR THE SMITHSONIAN CONFERENCE ON MUSEUMS AND EDUCATION (UNIVERSITY OF VERMONT, BURLINGTON, AUGUST 21-26, 1966). (HM)

ED 014 815 24 EA 000 937

BARAKAT, HALIM ISBER
ALIENATION FROM THE SCHOOL SYSTEM--ITS DYNAMICS AND STRUCTURE.

MICHIGAN UNIV., ANN ARBOR, INST. FOR SOCIAL RESEARCH

REPORT NUMBER BR-5-0268

PUB DATE 66

CONTRACT OEC-5-10-241

EDRS PRICE MF-\$0.75 HC-\$5.24 129P.

DESCRIPTORS *ELEMENTARY SCHOOL TEACHERS, *POWER STRUCTURE, *SCHOOL SYSTEMS, *SECONDARY SCHOOL TEACHERS, *TEACHER ALIENATION, ANN ARBOR, BUREAUCRACY, CLASSROOM ENVIRONMENT, COMMUNITY ATTITUDES, GROUP DYNAMICS, INSTRUCTIONAL INNOVATION, PEER RELATIONSHIP, PRINCIPALS, SOCIAL PSYCHOLOGY, SOCIAL STRUCTURE, TEACHER ADMINISTRATOR RELATIONSHIP, TEACHER BEHAVIOR, TEACHER INFLUENCE, TEACHER ROLE.

TEACHER ALIENATION FROM THE SCHOOL SYSTEM IS VIEWED AS A THREE-STAGE PROCESS--(1) ALIENATION AT THE SOCIAL AND NORMATIVE STRUCTURE LEVELS, (2) ALIENATION AS AN ATTITUDINAL TENDENCY, AND (3) ALIENATION AS

REFLECTED IN BEHAVIOR. RESPONSE DATA WERE ANALYZED FROM A SELF-ADMINISTERED QUESTIONNAIRE DISTRIBUTED TO ALL TEACHERS IN THREE SENIOR HIGH SCHOOLS, THREE JUNIOR HIGH SCHOOLS, AND THREE ELEMENTARY SCHOOLS (TOTAL SAMPLE SIZE, 237 TEACHERS). FINDINGS GENERALLY SUPPORTED 43 MINOR HYPOTHESES AND CONFIRMED THE STUDY'S TWO MAJOR HYPOTHESES THAT SYSTEM STATES OF BOTH OVERCONTROL AND UNDERCONTROL RESULT IN ALIENATION. ON THE ATTITUDINAL AND BEHAVIORAL LEVEL, IT WAS FOUND THAT FEELINGS OF ALIENATION FROM THE SCHOOL SYSTEM ARE REFLECTED IN TEACHER PERFORMANCE. COLUMN PERCENTAGES AND CHI SQUARE CORRELATIONS ARE TABULATED FOR 53 INDEPENDENT VARIABLES, RELATING TEACHER ALIENATION TO VARIOUS COMPONENTS OF THE SCHOOL SYSTEM, INCLUDING THE SCHOOL BOARD, TEACHER PEERS, PRINCIPALS, THE COMMUNITY, COMMUNICATION PATTERNS, SCHOOL SIZE, STAFF COHESIVENESS, TEACHING PRACTICE, AND EDUCATIONAL OBJECTIVES. THIS MATERIAL WAS SUBMITTED AS A DISSERTATION TO THE UNIVERSITY OF MICHIGAN, 1966, AND IS ALSO AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICHIGAN 48103, (MICROFILM NUMBER 66-14,483) FOR \$3.00 MF, \$6.40 XEROGRAPHY. (JK)

ED 014 816 24 EA 000 939

CHESLER, MARK A. BARAKAT, HALIMI. THE INNOVATION AND SHARING OF TEACHING PRACTICES I-A STUDY OF PROFESSIONAL ROLES AND SOCIAL STRUCTURES IN SCHOOLS. FINAL REPORT.

MICHIGAN UNIV., ANN ARBOR, INST. FOR SOCIAL RESEARCH

REPORT NUMBER CRP-2636

REPORT NUMBER BR-5-0268-FR

PUB DATE JUL 67

CONTRACT OEC-5-10-241

EDRS PRICE MF-\$1.00 HC-\$10.44 259P.

DESCRIPTORS *INSTRUCTIONAL INNOVATION, *PEER RELATIONSHIP, *SOCIAL STRUCTURE, *TEACHER ADMINISTRATOR RELATIONSHIP, *TEACHING PROCEDURES, ANN ARBOR, BUREAUCRACY, ELEMENTARY SCHOOL TEACHERS, INSTRUCTIONAL IMPROVEMENT, ORGANIZATIONAL CLIMATE, PRINCIPALS, ROLE PERCEPTION, SECONDARY SCHOOL TEACHERS, SOCIAL SYSTEMS, SOCIOMETRIC TECHNIQUES, TEACHER ALIENATION, TEACHER BEHAVIOR, TEACHER CHARACTERISTICS, TEACHER ROLE.

IN A STUDY TO DETERMINE THE PERSONAL AND ORGANIZATIONAL CONDITIONS ASSOCIATED WITH INNOVATION AND SHARING OF CLASSROOM TEACHING PRACTICES, DATA WERE ANALYZED FROM A 95 PERCENT RESPONSE (473 OF 499 TOTAL) TO A SELF-REPORT QUESTIONNAIRE ADMINISTERED TO THE ENTIRE PROFESSIONAL STAFF OF THREE SCHOOL SYSTEMS COMPRISING 21 ELEMENTARY AND SECONDARY SCHOOLS IN SOUTHEASTERN MICHIGAN. FINDINGS INDICATE THAT TEACHERS WHO FEEL THAT THEIR OWN PERSONAL POWER AND THAT OF THEIR COLLEAGUES IS INFLUENTIAL IN SCHOOL DECISIONMAKING PROCESSES ARE MORE OFTEN INVOLVED IN INNOVATING AND SHARING. TEACHERS WHO ARE MORE INTIMATELY INVOLVED IN PROFESSIONAL EXCHANGE TRANSACTIONS WITH THEIR COLLEAGUES ARE ALSO MORE LIKELY TO BE HIGHLY INVOLVED IN INNOVATING AND SHARING. STAFF FEELING THAT THERE IS STRONG PRESSURE TO CONFORM TO SCHOOL

NORMS AND PROCEDURES IS NEGATIVELY RELATED TO INNOVATION. FINALLY, INNOVATIVE TEACHERS SEE THEIR PRINCIPAL AS INSURING PROFESSIONAL AUTONOMY BY MEDIATING EXTERNAL PRESSURES AND PROVIDING FREEDOM FROM INTERNAL PRESSURES. THE SHARING OF CLASSROOM PRACTICES REQUIRES SOME MECHANISM FOR INFORMATION PROCESSING AMONG PEERS WHILE INNOVATION DOES NOT. IMPLICATIONS OF THE STUDY ARE SUMMARIZED AS AIDS IN THE PLANNING OF EDUCATIONAL CHANGE PROGRAMS. (JK)

ED 014 817 24 EA 000 941

CHESLER, MARK ARNOLD

SOCIAL STRUCTURE AND INNOVATION IN ELEMENTARY SCHOOLS.

MICHIGAN UNIV., ANN ARBOR

REPORT NUMBER BR-5-0268-1

PUB DATE 66

CONTRACT OEC-5-10-241

EDRS PRICE MF-\$0.75 HC-\$5.16 127P.

DESCRIPTORS *ELEMENTARY SCHOOLS, *INSTRUCTIONAL INNOVATION, *ORGANIZATIONAL CLIMATE, *SOCIAL STRUCTURE, *TEACHER CHARACTERISTICS, ANN ARBOR, ELEMENTARY SCHOOL TEACHERS, HYPOTHESIS TESTING, INSTRUCTIONAL IMPROVEMENT, INTERPERSONAL RELATIONSHIP, PRINCIPALS, TABLES (DATA), TEACHER ATTITUDES, TEACHER BEHAVIOR, TEACHER ROLE.

FOCUSING ON THE INTERNAL SOCIAL RELATIONS AMONG MEMBERS OF A SCHOOL STAFF, QUESTIONNAIRE RESPONSES FROM 246 TEACHERS IN 16 ELEMENTARY SCHOOLS WERE ANALYZED IN A COMPARATIVE STUDY TO DETERMINE FACTORS MOST INFLUENTIAL IN INITIATING PRACTICES DESIGNED TO IMPROVE THE CLASSROOM LEARNING CLIMATE. ELEMENTS OF THE SCHOOL SOCIAL SYSTEM REVIEWED WERE THE INDIVIDUAL TEACHER, PEER RELATIONS AMONG TEACHERS, THE PRINCIPAL, AND THE RELATIONS BETWEEN PRINCIPAL AND TEACHERS. FIFTY-SEVEN PERCENT OF THE TEACHERS SAID THEY WERE EMPLOYING INNOVATIVE PRACTICES FOR IMPROVING MENTAL HEALTH OR LEARNING. NINETY-TWO PERCENT REPORTED THEY HAD EMPLOYED OR WERE EMPLOYING AT LEAST ONE OF 12 LISTED INNOVATIONS IN THE CLASSROOM. PEER REPORTS INDICATED AN INNOVATIVE RATE OF 58 PERCENT ACROSS ALL SCHOOLS. VARIABLES WHICH APPEARED TO BE POSITIVELY AND SIGNIFICANTLY CORRELATED WITH EDUCATIONAL INNOVATION IN THE CLASSROOM INCLUDED TEACHER EDUCATIONAL LEVEL, EXPERIENCE, AND FELT AND DESIRED INFLUENCE, WITH RESPECT TO PEER RELATIONS. VARIABLES FOUND SIGNIFICANTLY AND POSITIVELY CORRELATED INCLUDED PERCEPTION OF THE STAFF AS A COHESIVE UNIT AND NOMINATION BY PEERS AS HIGHLY INFLUENTIAL AND ENTHUSIASTIC ABOUT NEW APPROACHES TO TEACHING. DUE TO THE INADEQUACY OF MEASUREMENT CONCEPTS AND OPERATIONS AND THE RELATIVE HOMOGENEITY OF THE SCHOOLS CONCERNED, HYPOTHESES CONCERNING THE ORGANIZATIONAL LEVEL OF ANALYSIS WITH REGARD TO PEER AND PRINCIPAL RELATIONS WERE CONSISTENTLY UNCONFIRMED. THIS MATERIAL WAS SUBMITTED AS A DISSERTATION TO THE UNIVERSITY OF MICHIGAN, 1966, AND IS ALSO AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICHIGAN 48103, FOR \$3.00 MF, \$6.20 XEROGRAPHY. (JK)

ED 014 818 EA 000 988

FARQUHAR, ROBIN H.

INCORPORATING HUMANITIES CONTENT INTO PREPARATORY PROGRAMS FOR EDUCATIONAL ADMINISTRATORS-RATIONALES AND STRATEGIES.

PUB DATE 31 JAN 67

EDRS PRICE MF-\$0.25 HC-\$1.20 28P.

DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *EDUCATIONAL ADMINISTRATION, *HUMANITIES, *INTERDISCIPLINARY APPROACH, *PROFESSIONAL TRAINING, ADMINISTRATOR ATTITUDES, CREATIVITY, CURRICULUM ENRICHMENT, DECISION MAKING SKILLS, EDUCATIONAL INNOVATION, MODELS, PROBLEMS, PROGRAM DESIGN, RESEARCH SKILLS, VALUES.

THIS PAPER ATTEMPTS TO PROVIDE AN AWARENESS BASE CONCERNING THE KINDS OF PROGRAMS WHICH UTILIZE HUMANITIES CONTENT IN PREPARING ADMINISTRATORS. A SUMMARY REVIEW OF THE KINDS OF RATIONALES COMMONLY USED TO SUPPORT THE USE OF HUMANITIES CONTENT IN TRAINING ADMINISTRATORS FOCUSES UPON (1) GENERAL LIBERALIZATION, (2) VALUES AND PURPOSE-DEFINING SKILLS, (3) CREATIVITY AND ANALYTICAL SKILLS, AND (4) RESEARCH SKILLS. EXISTING STRATEGIES WHICH HAVE BEEN EMPLOYED IN INCORPORATING HUMANITIES INTO ADMINISTRATIVE PROGRAMS FALL INTO THREE CATEGORIES-(1) APPROACHES WHICH ENTAIL PROLONGED IMMERSION IN HUMANITIES CONTENT, (2) APPROACHES WHICH INVOLVE SHORT-TERM EXPOSURE TO THE HUMANITIES, (3) APPROACHES BETWEEN THESE IN TERMS OF DURATION AND DEPTH OF INVOLVEMENT. THREE POTENTIAL STRATEGIES FOR INTERINSTITUTIONAL COOPERATION IN DESIGN, TESTING, AND IMPLEMENTATION OF NEW PREPARATIONS INCLUDE THE SHARED-EXPERTS APPROACH, THE SPECIALIZED-CONTRIBUTIONS APPROACH, AND THE INDEPENDENT-EXECUTION APPROACH. ISSUES TO BE CONSIDERED INCLUDE ADAPTATION VERSUS INITIATION, INSTITUTIONAL COMMITMENT, RECRUITMENT AND SELECTION, AND EVALUATION AND DISSEMINATION. (HM)

ED 014 819 08 EA 000 992

BEAL, GEORGE M. AND OTHERS

VOCATIONAL SCHOOL BOND ISSUES IN IOWA.

IOWA STATE UNIV. OF SCIENCE AND TECH., AMES

REPORT NUMBER RURAL-SOCIOLOGY-

REPORT-NO-59

REPORT NUMBER BR-5-0045-3

PUB DATE 66

CONTRACT OEC-5-85-108

EDRS PRICE MF-\$0.50 HC-\$3.16 77P.

DESCRIPTORS *AREA VOCATIONAL SCHOOLS, *BOND ISSUES, *ELECTIONS, *SCHOOL SUPERINTENDENTS, *VOCATIONAL EDUCATION, ADULT VOCATIONAL EDUCATION, AMES, COMMUNITY ATTITUDES, COMMUNITY COLLEGES, DROPOUT RATE, EDUCATIONAL LEGISLATION, HIGH SCHOOLS, JUNIOR COLLEGES, PROMOTION (PUBLICIZE), SCHOOL DISTRICTS, SCHOOL FUNDS, VOCATIONAL HIGH SCHOOLS, VOTING.

FROM 1960 THROUGH 1964, 24 OF IOWA'S 209 SCHOOL DISTRICTS HELD SCHOOL BOND ISSUE ELECTIONS IN WHICH PART OF THE ISSUE WAS ASSIGNED FOR VOCATIONAL EDUCATION PURPOSES. INTER-

VIEWS WITH 20 OF THE 24 SUPERINTENDENTS YIELDED INFORMATION FOR A DESCRIPTIVE ANALYSIS OF (1) THE PERCEIVED IMPORTANCE OF THE VOCATIONAL EDUCATION PORTION OF THE TOTAL BOND ELECTION CAMPAIGN, (2) CHANGES IN VOCATIONAL EDUCATION OFFERINGS SINCE THE ELECTIONS, (3) CHARACTERISTICS OF THE COMMUNITIES AND SCHOOL DISTRICTS, AND (4) ATTITUDES TOWARD THE NEWER AREA VOCATIONAL SCHOOLS AUTHORIZED BY THE FEDERAL VOCATIONAL EDUCATION ACT OF 1963. THE HISTORICAL DEVELOPMENT OF VOCATIONAL TRAINING, BOTH NATIONALLY AND IN IOWA, IS REVIEWED. TABULATED INFORMATION INCLUDES FACILITIES FOR WHICH BOND ISSUE APPROVAL WAS REQUESTED, COMMUNITY PERCEPTION OF THE ROLE OF VOCATIONAL EDUCATION IN THE SCHOOL CURRICULUM, AND SUPERINTENDENT'S PERCEPTION OF VOTER CONCERN ABOUT VOCATIONAL EDUCATION COSTS AND VOTER KNOWLEDGE OF SPECIFIC VOCATIONAL EDUCATION PROGRAMS. SUPERINTENDENTS FELT COMMUNITY ATTITUDES TOWARD BOND ISSUE ELECTIONS WERE LARGELY UNAFFECTED BY INCLUSION OF VOCATIONAL EDUCATION NEEDS IN THE BOND PROPOSAL. (JK)

ED 014 820 08 EA 000 993
BEAL, GEORGE M. AND OTHERS
IOWA SCHOOL BOND ISSUES. SUMMARY REPORT.

IOWA STATE UNIV. OF SCIENCE AND TECH., AMES

REPORT NUMBER RURAL-SOC-REPORT-NO-61

REPORT NUMBER BR-5-0045-SR

PUB DATE 66

CONTRACT OEC-5-85-108

EDRS PRICE MF-\$0.25 HC-\$2.04 49P.

DESCRIPTORS *BOND ISSUES, *EDUCATIONAL FACILITIES, *ELECTIONS, *PROMOTION (PUBLICIZE), *VOCATIONAL EDUCATION, AMES, CAPITAL OUTLAY (FOR FIXED ASSETS), ECONOMIC FACTORS, SCHOOL DISTRICTS, SCHOOL FUNDS, SCHOOL SUPERINTENDENTS, TESTS OF SIGNIFICANCE, VOTING.

TO DETERMINE CAUSAL FACTORS IN THE SUCCESS OR FAILURE OF SCHOOL BOND ELECTIONS, A STUDY WAS MADE OF SCHOOL BOND ELECTION RESULTS FROM 1960 THROUGH 1964 IN THE 209 IOWA SCHOOL DISTRICTS MAINTAINING A PUBLIC HIGH SCHOOL, JUNIOR HIGH SCHOOL, OR COMMUNITY COLLEGE. SEVENTY-NINE PERCENT OF THE REPORTING DISTRICTS (154 OF 195 TOTAL) SUCCESSFULLY PASSED BOND ELECTIONS DURING THE FIVE-YEAR PERIOD. FINDINGS WERE DEVELOPED FROM A MAILED QUESTIONNAIRE RESPONSE OF SCHOOL DISTRICT SUPERINTENDENTS, AN ANALYSIS OF VOTER TURNOUT, AND A MULTIPLE REGRESSION ANALYSIS OF 29 INDEPENDENT VARIABLES, WITH PERCENTAGE OF AFFIRMATIVE VOTE AS THE DEPENDENT VARIABLE. FACTORS EVALUATED INCLUDED EXISTING SITUATIONAL VARIABLES, CHARACTERISTICS OF THE BOND PROPOSAL, ELECTION STRATEGY AND TIMING, COMMUNICATIONS TECHNIQUES USED, AND THE PERCEIVED REASONS FOR PASSAGE OR FAILURE OF THE BOND ISSUE. THE IMPORTANCE FOR BOND ELECTION SUCCESS OF THE VOCATIONAL EDUCATION PORTION OF A BOND ISSUE WAS STUDIED IN A SECONDARY PHASE OF THE ANALYSIS, THROUGH INTENSIVE

INTERVIEWS WITH SUPERINTENDENTS OF 20 OF THE 24 DISTRICTS WHERE THE BOND ISSUE WAS RELATED TO VOCATIONAL EDUCATION. PRIMARY FINDINGS INCLUDED-(1) MOST COMMUNICATIONS MEDIA WERE NEGATIVELY RELATED TO ELECTION SUCCESS, (2) A COMMUNITY NORM OF BOND ELECTION PASSAGE OR FAILURE APPEARED TO BE OPERATIVE, (3) DIFFERENTIATION WAS MINIMAL BETWEEN ELECTIONS FOR VOCATIONALLY RELATED PURPOSES AND THOSE FOR OTHER PURPOSES, AND (4) THE LACK OF TRENDS AND SIGNIFICANT CORRELATIONS INDICATES THERE WAS AS MUCH VARIANCE WITHIN AS BETWEEN DISTRICTS STUDIED. (JK)

ED 014 821 EC 000 097

MCCANN, CAIBRE AND OTHERS

DEVELOPMENT AND EVALUATION OF ADAPTIVE COMMUNICATION DEVICES FOR THE SEVERELY HANDICAPPED CHILD. FINAL REPORT.

CROTCHED MOUNTAIN FOUNDATION, GREENFIELD, N.H.

PUB DATE 28 FEB 66

EDRS PRICE MF-\$0.25 HC-\$1.36 32P.

DESCRIPTORS *CEREBRAL PALSY, *COMMUNICATION (THOUGHT TRANSFER), *EXCEPTIONAL CHILD RESEARCH, *PHYSICALLY HANDICAPPED, ADOLESCENTS, ADULTS, CHILDREN, COMMUNICATION PROBLEMS, ELECTROMECHANICAL AIDS.

A SAMPLE OF THIRTEEN, SEVERELY INVOLVED, CEREBRAL PALSID CLIENTS (12 CHILDREN, ONE ADULT) PARTICIPATED IN THIS STUDY. DEGREE OF NEUROMOTOR DISABILITY WAS DETERMINED BY A SCALE BASED ON ACTIVITIES OF DAILY LIVING. A PSYCHOLOGICAL EVALUATION WAS MADE OF ALL SUBJECTS IN THE STUDY. SUBJECTS WERE EVALUATED IN THEIR USE OF ELECTRONIC SWITCHES CONNECTED TO VARIOUS OUTPUT DEVICES RANGING IN COMPLEXITY FROM A SIMPLE SERIES OF LIGHTS TO A SPECIALLY MODIFIED ELECTRIC TYPEWRITER. SUCCESSFUL USE OF THESE DEVICES HAS IMPLICATIONS FOR RECREATION, EDUCATION, COMMUNICATION, AND THERAPY. SWITCH CONTROLS THAT WERE DEVELOPED INCLUDED A JOYSTICK, A SET OF MERCURY SWITCHES MOUNTED ON A HAT, A MINIATURE JOYSTICK HELD BETWEEN THE TEETH AND OPERATED BY THE TONGUE, A PNEUMATIC CONTROL HEMISPHERICAL JOYSTICK FOR A PALMAR SURFACE CONTROL, SEVERAL MAGNETICALLY ACTIVATED DEVICES, AND A HORN BUTTON SWITCH. OUTPUT DEVICES INCLUDED A DISPLAY BOARD WITH FOUR LIGHTBULBS, ETCH-A-SKETCH DRAWING TOY, STRIP PROJECTOR AND ELECTRIC TYPEWRITER CONTROL DEVICE. SUBJECTS WERE EVALUATED ON TIME LAPSE BETWEEN REQUEST FOR RESPONSE AND RESPONSE AND ADEQUACY OF RESPONSE. THE APPENDIXES INCLUDE ACTIVITIES OF DAILY LIVING EVALUATION FORM, INFORMATION ON SUBJECTS TESTED, AND PHOTOGRAPHS OF THE INPUT AND OUTPUT DEVICES TESTED. (GB)

ED 014 822 EC 000 372

GOLDBERG, EDITH B.

MENDING THE CHILD'S SPEECH. THE INSTRUCTOR HANDBOOK SERIES, NUMBER 325.

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AUDITORY TRAINING, *EXCEPTIONAL CHILD EDUCATION, *SPEECH HANDICAPPED, *SPEECH THERAPY, ARTICULATION (SPEECH), CHILDREN, ELEMENTARY SCHOOL TEACHERS, GAMES, LESSON PLANS, PARENT ROLE, SPEECH HANDICAPS, SPEECH IMPROVEMENT, STUTTERING.

THIS GUIDE FOR THE ELEMENTARY SCHOOL CLASSROOM TEACHER DISCUSSES HER ROLE IN A PROGRAM OF SPEECH THERAPY OR SPEECH IMPROVEMENT, WHETHER IN COOPERATION WITH A SPEECH THERAPIST OR ALONE. GOOD SPEECH AND DEFECTIVE SPEECH ARE DEFINED, AND ACTIVITIES TO ENCOURAGE SPEECH IN THE CLASSROOM ARE LISTED. SPECIFIC DIAGNOSTIC TECHNIQUES AND THERAPEUTIC PROCEDURES ARE SUGGESTED, INCLUDING-(1) EAR TRAINING PROCEDURES, GAMES, DRILLS, AND ACTIVITIES TO USE IN THE CORRECTION OF SPECIFIC SOUND ERRORS, (2) GENERAL INFORMATION AND SPECIFIC SUGGESTIONS TO AID IN UNDERSTANDING AND HELPING BOTH PRIMARY AND SECONDARY STUTTERERS, (3) ADVICE FOR PARENTS AND IDEAS FOR HOMEWORK ASSIGNMENTS FOR CHILDREN, AND (4) A SAMPLE SPEECH IMPROVEMENT LESSON. A 9-ITEM BIBLIOGRAPHY IS INCLUDED. THIS DOCUMENT WAS PUBLISHED BY THE F.A. OWEN PUBLISHING CO., DANSVILLE, N.Y. 14437. \$1.25. (JD)

ED 014 823 EC 000 468

TOBIAS, JACK

TRAINING FOR INDEPENDENT LIVING, A COMMUNITY PROGRAM FOR SEVERELY RETARDED ADULTS. A THREE YEAR REPORT. ASSOCIATION FOR THE HELP OF RETARDED CHILDREN

PUB DATE MAR 63

EDRS PRICE MF-\$0.50 HC-\$5.12 126P.

DESCRIPTORS *COMMUNITY PROGRAMS, *EXCEPTIONAL CHILD RESEARCH, *MENTALLY HANDICAPPED, *VOCATIONAL REHABILITATION, ADULTS, CUSTODIAL MENTALLY HANDICAPPED, DAY CARE PROGRAMS, DEMONSTRATION PROGRAMS, EDUCABLE MENTALLY HANDICAPPED, OCCUPATIONAL THERAPY, PROGRAM EVALUATION, PROGRAM PLANNING, SELF CARE SKILLS, TRAINABLE MENTALLY HANDICAPPED, TRAVEL TRAINING.

AN OCCUPATIONAL DAY CENTER FOR MENTALLY RETARDED ADULTS WAS ESTABLISHED TO PROVIDE COMMUNITY SERVICES FOR RETARDED PERSONS WHO LIVE AT HOME AND, ALTHOUGH BEYOND SCHOOL AGE, ARE UNABLE TO PARTICIPATE IN SHELTERED WORKSHOP ACTIVITIES. THE STAFF INCLUDES A DIRECTOR, A SOCIAL WORKER, FIVE INSTRUCTORS, A TRAINING SUPERVISOR, AN OFFICE WORKER, AND A PSYCHOLOGIST (PART-TIME). OVER A THREE YEAR PERIOD, 83 CLIENTS WERE ACCEPTED INTO THE PROGRAM WITH ABOUT 55 TO 60 BEING ENROLLED AT ONE TIME. AVERAGE AGE AT ADMISSION WAS 21 YEARS (FEW CLIENTS WERE OVER AGE 30), AND IQ'S RANGED FROM 15 TO 65 WITH A MEAN IQ OF 36. ABOUT 80 PERCENT HAD ATTENDED PUBLIC SCHOOL SPECIAL CLASSES. SPECIFIC TRAINING INCLUDED TRAVEL TRAINING, GROOMING AND SELF CARE, ORIENTATION TO THE COMMUNITY, DOMESTIC SKILLS, AND REMUNERA-

TIVE WORK. SIMPLE ACADEMIC INSTRUCTION INCLUDED READING SIGNS, TELLING TIME, AND USING MONEY. STATISTICAL TESTS WITH DATA FROM THE CLIENTS PRODUCED THESE FINDINGS—THERE IS A SIGNIFICANT RELATIONSHIP (.01 LEVEL USING T TEST) BETWEEN INTELLIGENCE AND THE ABILITY TO BENEFIT FROM TRAVEL INSTRUCTION. THERE IS A SIGNIFICANT RELATIONSHIP (.001 AND .05 LEVELS FOR VARIOUS IQ GROUPS USING T TESTS) BETWEEN INTELLIGENCE TEST SCORE AND THE NUMBER OF WORK UNITS PRODUCED PER HOUR. MONOLOID CLIENTS WERE SIGNIFICANTLY LESS PRODUCTIVE (.05 LEVEL USING T TEST) IN A CONTINUED WORK ACTIVITY THAN THEIR INTELLECTUAL PEERS IN OTHER ETIOLOGIC GROUPS. THE SAN FRANCISCO SOCIAL COMPETENCY SCORES OF CLIENTS ARE PRESENTED. SAMPLE EVALUATIONS OF TRAINEES AND SAMPLE CASE STUDIES ARE INCLUDED. DESCRIPTIONS OF THE DAILY PROGRAM AND RELATIONSHIPS WITH PARENTS, PROFESSIONAL GROUPS, AND THE PUBLIC ARE GIVEN. (JZ)

ED 014 824 40 EC 000 544

CORTER, HAROLD M. MCKINNEY, JAMES D.

COGNITIVE TRAINING WITH RETARDED CHILDREN. I FINAL REPORT.

NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.

REPORT NUMBER HCY-2135

REPORT NUMBER BR-9-0984

PUB DATE 18 NOV 66

GRANT OEG-32-43-0530-5028

EDRS PRICE MF-\$1.00 HC-\$8.32 206P.

DESCRIPTORS *ACHIEVEMENT, *COGNITIVE PROCESSES, *EXCEPTIONAL CHILD RESEARCH, *MENTALLY HANDICAPPED, ADOLESCENTS, CALIFORNIA ACHIEVEMENT TEST, CHILDREN, COGNITIVE DEVELOPMENT, COGNITIVE TESTS, CONCEPT FORMATION, CONCEPT TEACHING, CORTER MC DONALD SIMILARITIES DIFFERENCES TEST, CURRICULUM GUIDES, EDUCABLE MENTALLY HANDICAPPED, ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, INTELLECTUAL DEVELOPMENT, INTELLIGENCE TESTS, LEARNING ACTIVITIES, PRODUCTIVITY, STANFORD BINET INTELLIGENCE SCALE, WECHSLER INTELLIGENCE SCALE FOR CHILDREN.

THE MAJOR PURPOSE OF THIS RESEARCH WAS TO DETERMINE WHETHER TRAINING IN SPECIFIC COGNITIVE PROCESSES IS EFFECTIVE IN INCREASING THE COGNITIVE FUNCTIONING OF RETARDED CHILDREN. IN PHASE I OF THE PROJECT, 51 EDUCABLE RETARDED AND 18 NORMAL SUBJECTS RECEIVED A 20-DAY PROGRAM IN SIMILARITIES-DIFFERENCES CONCEPT FORMATION AND WERE COMPARED WITH 42 EDUCABLE RETARDED AND 24 NORMAL CONTROL SUBJECTS. CHANGE SCORES FOR THE EXPERIMENTAL AND CONTROL GROUPS ON 30 TEST VARIABLES, INCLUDING CONCEPT FORMATION, REASONING, INTELLIGENCE, AND ACHIEVEMENT TESTS, WERE COMPARED BY T TESTS AND A MULTIVARIATE ANALYSIS OF VARIANCE. THE HYPOTHESIS CONCERNING IMPROVEMENT IN CONCEPT FORMATION WAS STRONGLY SUSTAINED. ALSO GAINS WERE OBSERVED IN RELATED AREAS OF REASONING AND, TO A LESSER EXTENT, IN VERBAL AREAS. HYPOTHESES OF CHANGE IN GENERAL INTELLIGENCE AND ACHIEVEMENT

WERE NOT SUSTAINED WHEN SIMILARITIES-DIFFERENCES EFFECTS WERE REMOVED, ALTHOUGH A GENERAL TREND IN FAVOR OF THE EXPERIMENTAL GROUPS WAS NOTED. IN PHASE II, 16 EDUCABLE RETARDED AND 16 BRIGHT NORMAL SUBJECTS RECEIVED A 20-DAY PROGRAM IN COGNITIVE FLEXIBILITY AND WERE COMPARED TO 16 CONTROL SUBJECTS IN EACH GROUP BY A 2X2 FACTORIAL DESIGN. CHANGE WAS MEASURED BY A FLEXIBILITY TEST BATTERY, COMPOSED OF FIVE SUBTESTS, AND THE STANFORD-BINET INTELLIGENCE SCALE. SIGNIFICANT IMPROVEMENT IN THE PREDICTED DIRECTION WAS FOUND FOR BOTH TEST VARIABLES. IN PHASE III, A TEST AND TRAINING PROGRAM IN THE AREA OF PRODUCTIVITY-RESPONSIVENESS WAS DEVELOPED TO THE TRYOUT STAGE. APPENDIXES INCLUDE DAY BY DAY PLANS FOR (1) THE SIMILARITIES-DIFFERENCES CONCEPT FORMATION TRAINING PROGRAM, (2) THE COGNITIVE FLEXIBILITY TRAINING PROGRAM, AND (3) TEACHERS' MANUAL OF THE PRODUCTIVITY-RESPONSIVE TRAINING PROGRAM. THE FACTOR ANALYSIS OF THE FLEXIBILITY TESTS AND THE COGNITIVE TRAINING EXPERIMENTAL TEST BATTERY ARE INCLUDED. BIBLIOGRAPHY CITES 44 ITEMS. (AUTHOR)

ED 014 825 EC 000 578

CURRICULUM GUIDE FOR TRAINABLE RETARDED CHILDREN.

WEBSTER COUNTY SUPT. OF SCHOOLS OFFICE, IOWA

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.76 42P.

DESCRIPTORS *CURRICULUM, *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, CURRICULUM GUIDES, IOWA, TRAINABLE MENTALLY HANDICAPPED, UNITS OF STUDY (SUBJECT FIELDS), WEBSTER COUNTY.

ELIGIBILITY FOR ADMISSION, ADMINISTRATIVE PRACTICES, AND EDUCATIONAL OBJECTIVES ARE DISCUSSED. CHARACTERISTICS OF THESE TRAINABLE MENTALLY RETARDED CHILDREN ARE DESCRIBED, AND DAILY SCHEDULES FOR YOUNGER AND OLDER GROUPS ARE LISTED. TEACHING SUGGESTIONS ARE PRESENTED FOR SOCIAL ADJUSTMENT (INCLUDING SELF-CARE), ECONOMIC USEFULNESS, ACADEMIC ACHIEVEMENT, LANGUAGE, WRITING, READING, ARITHMETIC, SCIENCE, MUSIC, AND PHYSICAL TRAINING. A FEW BROAD OBJECTIVES ARE MENTIONED, BUT MOST OF THESE AREAS CONTAIN LISTS OF SPECIFIC TASKS TO BE ACCOMPLISHED. SOCIAL ADJUSTMENT EMPHASIZES CLASS PARTICIPATION BY SHARING OR TAKING TURNS, ACCEPTING RESPONSIBILITY, SELF-CARE IN DRESSING AND UNDRESSING, HYGIENE, AND HEALTH. ECONOMIC USEFULNESS REFERS TO THE DEGREE OF LIABILITY TO THE FAMILY OR SOCIETY, NOT TO MONEY OR INCOME. THE CHILDREN LEARN TASKS RELATED TO COOKING, CLEANING, AND OTHER HOME ACTIVITIES. ACADEMIC ACHIEVEMENT EMPHASIZES LANGUAGE DEVELOPMENT THROUGH SPEECH DRILLS, WRITING, READING, STORY PERIODS, ROLL CALL ACTIVITIES, LISTENING SKILLS, UNISON SPEAKING, SPELLING, AND READING PICTURES. ARITHMETIC CONCEPTS COVER AMOUNT, SIMPLE COUNTING, SHAPE OF NUMBERS, RELATING COUNTING TO QUANTITY CONCEPT, ASSOCIATING

A NUMBER SYMBOL WITH AN AMOUNT, WRITING NUMBERS, NUMBER SEQUENCE, ADDITION AND SUBTRACTION, SIZE, TIME, CALENDAR, TEMPERATURE, MEASURES, MONEY, AGES, AND TELEPHONE USAGE. SCIENCE ASPECTS INCLUDE ANIMALS, PLANTS, AND WEATHER. PHYSICAL TRAINING WITH AND WITHOUT EQUIPMENT INCLUDES DEVELOPMENT OF LARGE AND SMALL MUSCLES. MUSIC APPRECIATION COVERS TYPES OF SONGS, USE OF SONGS, RHYTHMS, RHYTHM INSTRUMENTS, KEEPING TIME, AND LISTENING APPRECIATION. (RS)

ED 014 826 EC 000 579

HARRIS, GAIL AND OTHERS

TYPE B PROGRAMS FOR THE TRAINABLE MENTALLY HANDICAPPED IN MICHIGAN.

MICHIGAN ST. DEPT. OF PUBLIC INSTR., LANSING

REPORT NUMBER MDPI-BULL-367

PUB DATE 63

EDRS PRICE MF-\$0.25 HC-\$0.96 22P.

DESCRIPTORS *ADMINISTRATION, *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, ADMISSION CRITERIA, ADOLESCENTS, CHILDREN, COMMUNITY SERVICES, EDUCATIONAL EQUIPMENT, LANSING, PARENT COUNSELING, PROGRAM ADMINISTRATION, PROGRAM GUIDES, SPECIAL EDUCATION TEACHERS, TEACHER AIDES, TEACHING GUIDES, TRAINABLE MENTALLY HANDICAPPED.

ADMINISTRATIVE PRACTICES INCLUDING ELIGIBILITY CRITERIA AND EVALUATION OF THE TRAINABLE MENTALLY HANDICAPPED, TEACHING CERTIFICATION REQUIREMENTS, AND THE DUTIES OF TEACHER AIDES ARE DISCUSSED IN THIS GUIDE. HOUSING, INCLUDING EQUIPMENT AND SUPPLIES, IS DESCRIBED. OTHER TOPICS INCLUDE DAILY SCHEDULES FOR OLDER AND YOUNGER GROUPS, CLASS SIZE, COUNSELING WITH PARENTS, AND PROGRAM EVALUATION. EXTRA SERVICES, INCLUDING COMMUNITY INVOLVEMENT, HEALTH AND SOCIAL AGENCIES, AND PROFESSIONAL ASSISTANCE ARE DESCRIBED. OTHER FACTORS, SUCH AS TRANSPORTATION, TUITION, AND STATE AID ARE PRESENTED. A BIBLIOGRAPHY OF 39 REFERENCES FOR BOTH LAY AND PROFESSIONAL WORKERS IS INCLUDED. (VO)

ED 014 827 40 EC 000 601

COOPER, ROBERT L. KAYE, JONATHAN D.

THE DEVELOPMENT OF A TEST OF DEAF CHILDREN'S LINGUISTIC COMPETENCE. FINAL REPORT.

LEXINGTON SCH. FOR THE DEAF, NEW YORK, N.Y.

REPORT NUMBER BR-6-1196

PUB DATE APR 67

GRANT OEG-32-42-0000-6015

EDRS PRICE MF-\$0.25 HC-\$2.20 53P.

DESCRIPTORS *AURALLY HANDICAPPED, *EXCEPTIONAL CHILD RESEARCH, *LINGUISTICS, *TESTS, ADOLESCENTS, CHILDREN, DEAF, LANGUAGE ABILITY, LANGUAGE TESTS, TEST CONSTRUCTION.

A PENCIL-AND-PAPER TEST WAS CONSTRUCTED TO STUDY DEAF CHILDREN'S LINGUISTIC COMPETENCE (ABILITY TO PRODUCE AND COMPREHEND THE GRAMMATICAL SENTENCES COMPRISING A LANGUAGE). THE TEST WAS TO REFLECT LINGUISTIC ASPECTS OF A CHILD'S BEHAVIOR, BUT NOT EXTRALINGUISTIC AS-

PECTS SUCH AS READING AND WRITING. IT CONSISTED OF FIVE SUBTESTS: (1) REPETITION OF SENTENCES, (2) IDENTIFICATION OF NON-SENTENCES, (3) CORRECTION OF NON-SENTENCES, (4) NONVERBAL RESPONSE TO MORPHOLOGICAL AND SYNTACTIC CONTRASTS, (5) CHOICE OF APPROPRIATE SUFFIX. THE TEST WAS GIVEN TO A GROUP OF HEARING SECOND AND THIRD GRADERS AND A GROUP OF DEAF STUDENTS AGED NINE TO 20. PERFORMANCE OF THE TWO GROUPS WAS COMPARED ON SELECTED ITEMS (THOSE PASSED BY AT LEAST 50 PERCENT OF THE SECOND GRADERS AND 75 PERCENT OF THE THIRD GRADERS IN A PRELIMINARY TEST). RESULTS INDICATED THAT THE AVERAGE TOTAL SCORE FOR THE THIRD GRADERS WAS NEARLY PERFECT AND HIGHER THAN THE AVERAGE TOTAL SCORE FOR THE SECOND GRADERS. THE AVERAGE TOTAL SCORE OF THE DEAF GROUP WAS ABOUT THE SAME AS THAT OF THE HEARING SECOND GRADERS. THE TEST AS A WHOLE DID NOT MEET THE CRITERIA OF CONSTRUCT VALIDITY BECAUSE THE SECOND GRADERS DID NOT ATTAIN NEARLY PERFECT SCORES AND SUBSTANTIAL CORRELATIONS BETWEEN TEST AND READING COMPREHENSION SCORES FOR HEARING SUBJECTS WERE OBTAINED. RESULTS SUGGEST THAT LANGUAGE PERFORMANCE OF THE DEAF GROUP DOES NOT DIFFER MARKEDLY FROM THAT OF THE HEARING. FURTHER RESEARCH WAS RECOMMENDED TO DETERMINE WHETHER THE DIFFERENCES BETWEEN THE VERBAL PRODUCTIONS OF DEAF AND HEARING ARE DUE TO SUPERFICIAL DIFFERENCES IN GRAMMATICAL RULES OR TO DIFFERENCES IN RULES OF PERFORMANCE. THE FIVE SUBTESTS AND RELATED DATA ARE PRESENTED. A 24-ITEM BIBLIOGRAPHY IS INCLUDED. (AB)

ED 014 828 EC 000 618

HART, BEATRICE OSTERN
TEACHING READING TO DEAF CHILDREN. THE LEXINGTON SCHOOL FOR THE DEAF EDUCATION SERIES, BOOK IV. LEXINGTON SCH. FOR THE DEAF, NEW YORK, N.Y.
ALEXANDER GRAHAM BELL ASSN. FOR THE DEAF INC.
PUB DATE 63

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AURALLY HANDICAPPED, *EXCEPTIONAL CHILD EDUCATION, *READING, *TEACHING METHODS, ADOLESCENTS, BEGINNING READING, CHILDREN, DEAF, DEVELOPMENTAL READING, FUNCTIONAL READING, INSTRUCTIONAL MATERIALS, LEARNING ACTIVITIES, LEXINGTON SCHOOL FOR THE DEAF, PRESCHOOL CHILDREN, PRESCHOOL EDUCATION, READING, READING DEVELOPMENT, READING INSTRUCTION, READING MATERIALS, READING PROGRAMS, SPECIAL EDUCATION, TEACHING GUIDES, TEACHING PROCEDURES.

THE LEXINGTON SCHOOL FOR THE DEAF EDUCATIONAL SERIES CONSISTS OF A COLLECTION OF MONOGRAPHS, REPRESENTING THE THINKING OF SKILLED TEACHERS IN A PARTICULAR SUBJECT AREA. THIS MONOGRAPH PRESENTS TEACHERS OF THE DEAF WITH A DEVELOPMENTAL PROGRAM FOR TEACHING READING. THE PHILOSOPHY OF THIS PROGRAM IS EXPLAINED, AND VARIOUS TECHNIQUES FOR MOTIVATION AND EVALUATION ARE DISCUSSED. THE USE OF INSTRUCTIONAL MATERIALS, AND AN ORGANIZED SEQUENCE OF READING EX-

PERIENCES ARE EXPLAINED. THE BOOK DEFINES DEVELOPMENTAL LEVELS (FLEXIBLE TO ALLOW FOR UNEVEN PROGRESS OF DEAF CHILDREN) FOR TEACHING READING AND EXPLORES METHODS FOR ATTAINING DIFFERENT GOALS AT EACH AGE LEVEL. ON THE PRESCHOOL LEVEL, SATISFYING EXPERIENCE WITH LANGUAGE IS DISCUSSED. VARIOUS TECHNIQUES FOR IMPROVING MEMORY, CLASSIFICATION, AND GENERALIZATION SKILLS, VISUAL DISCRIMINATION, AND VISUAL-MOTOR SKILLS ARE PRESENTED. FOR THE PRIMARY LEVEL (GRADES ONE AND TWO, AGES SIX TO NINE) THE FOLLOWING SKILLS ARE DISCUSSED—SIGHT VOCABULARY, WORD RECOGNITION, READING IN THOUGHT UNITS, BEGINNING USE OF THE DICTIONARY, INTEREST IN STORIES, AND DRAMATIC PLAY. FOR THE INTERMEDIATE LEVEL (GRADES THREE TO FIVE, AGES NINE TO 12) INDEPENDENT READING AND SELECTION OF READING MATERIALS ARE DISCUSSED. THE OBJECTIVES PRESENTED FOR THE ADVANCED LEVEL (AGES 12 TO 17) ARE DEVELOPMENT OF STUDY SKILLS, CRITICAL READING, AND APPRECIATION OF LITERATURE. EACH SECTION CONTAINS EXAMPLES OF INSTRUCTIONAL MATERIALS. A 76-ITEM BIBLIOGRAPHY OF BOOKS, PAMPHLETS, MANUALS, AND WORKBOOKS IS INCLUDED. (JB)

ED 014 829 EC 000 627

CUTTER, DORIS
WORKSHOP FOR BAPTISTS ON DEAFNESS AND REHABILITATION (UNIVERSITY OF TENNESSEE, AUGUST 16-19, 1965). TENNESSEE UNIV., KNOXVILLE, COLL. OF EDUCATION
VOCATIONAL REHABILITATION ADMIN. (DHEW)
REPORT NUMBER VRA-412-T-63
REPORT NUMBER VRA-412-T-66
PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$4.50 112P.
DESCRIPTORS *ADULT EDUCATION, *AURALLY HANDICAPPED, *EXCEPTIONAL CHILD SERVICES, *VOCATIONAL REHABILITATION, ADULTS, CHURCH PROGRAMS, CHURCH RESPONSIBILITY, CHURCH ROLE, CONFERENCE REPORTS, COUNSELOR ROLE, DEAF, DEAF INTERPRETING, FEDERAL LEGISLATION, HIGHER EDUCATION, PSYCHIATRIC SERVICES, REHABILITATION, REHABILITATION PROGRAMS, TECHNICAL EDUCATION, VOCATIONAL RETRAINING, WORKSHOPS.

THIS WORKSHOP WAS ORGANIZED TO PROVIDE BAPTIST WORKERS WITH THE DEAF THE OPPORTUNITY TO BECOME BETTER ORIENTED TO THE PROGRAM OF VOCATIONAL REHABILITATION SO THAT THEY CAN BE MORE EFFECTIVE IN THE REHABILITATION PROCESS. AFTER A PRESENTATION OF THE HISTORY AND PHILOSOPHY OF VOCATIONAL REHABILITATION, THE VOCATIONAL REHABILITATION PROCESS IS EXAMINED FROM REFERRAL TO JOB PLACEMENT. A DISCUSSION OF THE CAUSES AND PROBLEMS OF DEAFNESS COVERS STRUCTURE AND FUNCTION OF THE EAR, TYPES OF HEARING LOSS, AND CHARACTERISTICS OF THE DEAF. THE TYPES OF PSYCHIATRIC SERVICES AVAILABLE TO DEAF PERSONS ARE NOTED. SPEAKERS DESCRIBE THE RELATIONSHIPS BETWEEN VOCATIONAL REHABILITATION COUNSELORS AND BAPTIST CHURCH WORKERS. THE ROLE OF THE BAPTIST WORKER AS A REFERRAL SOURCE, AN INTERPRETER FOR THE

DEAF, AND A SUBSTITUTE FOR THE REHABILITATION COUNSELOR IN CASE CONFERENCES IS DESCRIBED. THE NEED FOR ADULT EDUCATION CLASSES FOR THE DEAF AND FOR A GENERAL IMPROVEMENT IN ALL EDUCATIONAL PROGRAMS FOR THE DEAF IS PRESENTED. THE WORKSHOP PROGRAM AND ROSTER OF PARTICIPANTS ARE INCLUDED. (RS)

ED 014 830 EC 000 760

BEARDSLEY, BARBARA
SPEECH DEVELOPMENT AND IMPROVEMENT FOR THE MENTALLY RETARDED CHILD. WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON
REPORT NUMBER WB-19
PUB DATE MAR 63
EDRS PRICE MF-\$0.25 HC-\$0.50 18P.

DESCRIPTORS *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, *SPEECH HANDICAPPED, *SPEECH THERAPY, ARTICULATION (SPEECH), AUDITORY DISCRIMINATION, CHILDREN, INSTRUCTIONAL MATERIALS, LANGUAGE DEVELOPMENT, RETARDED SPEECH DEVELOPMENT, SPEECH CURRICULUM, SPEECH HANDICAPS, SPEECH IMPROVEMENT, SPEECH INSTRUCTION, SPEECH TESTS, SPEECH THERAPISTS, TEACHING GUIDES.

GOALS OF A SPEECH IMPROVEMENT PROGRAM FOR THE MENTALLY RETARDED IN WISCONSIN ARE DESCRIBED. THE FOLLOWING VARIOUS ASPECTS OF THE SPEECH PROGRAM ARE PRESENTED: (1) DEVELOPMENT OF A DELAYED SPEECH PROGRAM, (2) USE OF SOCIAL SKILLS FOR SPEECH PRACTICE, (3) REMEDIAL PROGRAM FOR DEFECTIVE ARTICULATION, AND (4) AUDITORY TRAINING. TYPES OF DEFECTS, A MODIFIED ARTICULATION TEST FOR RETARDED CHILDREN, AND SUGGESTIONS FOR INSTRUCTIONAL MATERIALS ARE DISCUSSED. A BIBLIOGRAPHY OF 49 ITEMS AND A LIST OF SOURCES OF MATERIALS ARE INCLUDED. (MK)

ED 014 831 EC 000 937

BRILLE RESEARCH AND DEVELOPMENT CONFERENCE, PROCEEDINGS (CAMBRIDGE, NOVEMBER 18, 1966). MASSACHUSETTS INST. OF TECH., CAMBRIDGE
PUB DATE 18 NOV 66

EDRS PRICE MF-\$0.50 HC-\$3.64 89P.
DESCRIPTORS *BRAILLE, *COMPUTERS, *EXCEPTIONAL CHILD RESEARCH, *VISUALLY HANDICAPPED, BLIND, BRAILLE TRAN, COMPUTER PROGRAMS, CONFERENCE REPORTS, ELECTRONIC EQUIPMENT, MACHINE TRANSLATION, MEDIA RESEARCH, PARTIALLY SIGHTED, PRODUCTION TECHNIQUES, PROGRAMMING, READING RESEARCH, READING SPEED, RESEARCH PROJECTS, SENSORY AIDS EVALUATION AND DEVELOPMENT CENTER, TACTUAL PERCEPTION.

THESE PAPERS ARE FROM THE BRAILLE RESEARCH AND DEVELOPMENT CONFERENCE SPONSORED BY THE SENSORY AIDS EVALUATION DEVELOPMENT CENTER ON NOVEMBER 18, 1966. THE PAPERS PRESENTED ARE—"A STUDY OF BRAILLE PRODUCTION, DISTRIBUTION, AND USE," BY LOUIS GOLDISH, "AUTOMATED BRAILLE AND THE PROFESSION OF PROGRAMMING FOR THE BLIND," BY THEODOR D. STERLING, "BRAILLETRAN-A COMPREHENSIVE BRAILLE TRANSCRIPTION PROGRAM," BY JOHN J. BOYER, "SMALL COMPUTERS AND

GRADE TWO BRAILLE," (SUMMARY) BY EDWARD L. GLASER, "ON READING AND READING BRAILLE," BY A. P. BRUNWALD, "COMPUTER TRANSLATION OF GRADE TWO BRAILLE," BY ROBERT HAYNES, "BRAILLE RESEARCH AT GEORGE PEA-BODY COLLEGE," BY RICHARD W. WOOD-COCK, "THE EFFECTS OF PATTERN COM-PLEXITY AND REDUNDANCY ON THE TAC-TUAL RECOGNITION OF METRIC FI-GURES," BY EMERSON FOULKE AND JOEL WARM, "COMPUTER PROGRAMMING AND THE BLIND," BY DONALD BISHOP, "COM-PUTER PRODUCTION OF BRAILLE AT THE ROYAL NATIONAL INSTITUTE FOR THE BLIND," BY CLIVE WINDEBANK, "COM-PUTER CONVERSION OF COMPOSITORS TAPES TO GRADE TWO BRAILLE," BY ANN AND JOSEPH SCHACK, "BRAILLE EMBOS-SER AND DISPLAY SYSTEMS," BY DWIGHT M. BAUMANN, AND "ADVANCES IN BRAILLE EMBOSHING," BY RAY E. MORR-ISON. TABLES, FIGURES, AND REFERENC-ES ACCOMPANY SOME OF THE PRESENT-ATIONS. A LIST OF CONFERENCE PARTI-CIPANTS IS INCLUDED. (CG)

ED 014 832

EC 001 029

PETERSON, JUNE
COUNCIL FOR CHILDREN WITH BEHAV-
IORAL DISORDERS NEWSLETTER.
COUNCIL FOR EXCEPTIONAL CHILDREN,
WASHINGTON, D.C.
PUB DATE JAN 67

EDRS PRICE MF-\$0.25 HC-\$1.36 32P.

DESCRIPTORS *EMOTIONALLY DIS-
TURBED, *EXCEPTIONAL CHILD EDUCAT-
ION, ADOLESCENTS, CHILDREN, CHURCH
PROGRAMS, COUNCIL FOR CHILDREN
WITH BEHAVIORAL DISORDERS, MENTAL
HEALTH PROGRAMS, NASSAU CENTER
FOR EMOTIONALLY DISTURBED CHIL-
DREN INC, NEWSLETTERS, profes-
sional associations, SPECIAL CLASSE-
S, SPECIAL SCHOOLS, TEACHING PRO-
GRAMS.

THIS ISSUE INCLUDES PROFESSIONAL
NEWS, CONVENTION AND WORKSHOP
PROGRAMS, AND SIX REVIEWS OF RE-
CENTLY PUBLISHED MATERIAL. ARTI-
CLES DESCRIBING PROGRAMS IN A VARI-
ETY OF SETTINGS IN AND OUT OF THE
U.S.A. FOR CHILDREN WITH BEHAVIOR
DISORDERS ARE-(1) "AN APPROACH TO
THE THERAPEUTIC EDUCATION OF EMOTI-
ONALLY DISTURBED ADOLESCENTS,"
BY STEPHEN T. HERZCIG, (2) "NO PLACE
LIKE HOME," BY FRANCIS A. ENOS, (3) "A
PARISH CHURCH COPES WITH EMOTION-
AL AND BEHAVIORAL DISORDERS," BY
REV. W. W. RIESBERRY, (4) "DAY CARE
CENTER FOR SEVERELY DISTURBED
CHILDREN," BY MARGARET J. SHODELL,
(5) "PROBLEMS AND PROBLEM SOLVING
IN AN AGENCY SCHOOL PROGRAM," BY
PIETERTJE ROMBOUT, (6) "SPECIAL PRO-
GRAMS IN TORONTO PUBLIC SCHOOLS,"
BY JOAN E. BOWERS, AND (7) "A GENERIC
PROGRAM FOR TRAINING RESOURCE
CONSULTANTS," BY GEORGE FARGO. THIS
IS THE NEWSLETTER OF THE COUNCIL
FOR CHILDREN WITH BEHAVIORAL DI-
SORDERS, VOLUME 4, NO 2, JANUARY, 1967.
(JW)

ED 014 833

EC 001 042

MENTAL RETARDATION, A NATIONAL PLAN
FOR A NATIONAL PROBLEM. CHART BOOK.
DEPARTMENT OF HEALTH, EDUCATION
AND WELFARE
PUB DATE AUG 63
EDRS PRICE MF-\$0.50 HC NOT AVAILABLE
FROM EDRS. 70P.

DESCRIPTORS *EDUCATIONAL NEEDS,
*EXCEPTIONAL CHILD SERVICES, *MEN-
TALLY HANDICAPPED, *NATIONAL PRO-
GRAMS, *RESEARCH NEEDS, ADOLES-
CENTS, ADULTS, CHILDREN, ETIOLOGY,
HEALTH NEEDS, INCIDENCE, MENTAL
RETARDATION, MINIMALLY BRAIN IN-
JURED, REHABILITATION, SPECIAL EDU-
CATION, STATISTICAL SURVEYS, TEACH-
ER RECRUITMENT.

GRAPHS ARE USED IN THIS CHART
BOOK TO SHOW PROGRESS AND INDICATE
NEEDS. SUGGESTED PRIORITY AREAS
FOR ACTION ARE-RESEARCH, PREVEN-
TIVE HEALTH MEASURES, CLINICAL AND
SOCIAL SERVICES, IMPROVED CARE, A
NEW LEGAL AND SOCIAL CONCEPT OF
THE RETARDED, SPECIAL EDUCATION,
PERSONNEL RECRUITMENT, AND PUBLIC
INFORMATION PROGRAMS. THE PREV-
ALANCE OF MENTALLY RETARDED PER-
SONS, THE SCOPE OF THE PROBLEM, THE
TYPES AND CAUSES OF RETARDATION,
PERCENTAGE OF MULTIPLY HANDI-
CAPPED PERSONS, AND MEDICAL PRO-
GRESS ARE DISCUSSED. STATISTICS ON
INSTITUTIONALIZATION, SPECIAL EDU-
CATION NEEDS, AND PARENTAL CARE ARE
PRESENTED. TEACHER RECRUITMENT
NEEDS, REHABILITATION PROGRAMS,
AND GROWING PUBLIC AWARENESS ARE
DESCRIBED. THIS DOCUMENT WAS PUB-
LISHED BY SUPERINTENDENT OF DO-
CUMENTS, U. S. GOVERNMENT PRINTING
OFFICE, WASHINGTON, D.C. 20402. \$0.45. (JA)

ED 014 834

EC 001 083

ROBINAULT, ISABEL P.
AUDIO VISUAL MATERIALS.
UNITED CEREBAL PALSY ASSN., NEW
YORK, N.Y.
PUB DATE DEC 66

EDRS PRICE MF-\$0.25 HC-\$0.96 22P.

DESCRIPTORS *AUDIOVISUAL IN-
STRUCTION, *EXCEPTIONAL CHILD SERV-
ICES, *PHYSICALLY HANDICAPPED, *VO-
CATIONAL REHABILITATION, ANNOTAT-
ED BIBLIOGRAPHIES, CATALOGS, CERE-
BRAL PALSY, FILMS, FILMSTRIPS, INS-
TRUCTIONAL MATERIALS.

THIS PUBLICATION LISTS 127 FILMS
AND FILMSTRIPS RELATED TO THE DIAG-
NOSIS AND HABILITATION OF CEREBRAL
FALSIED PERSONS WITH VARYING AGES,
NEEDS, AND CIRCUMSTANCES. THE TI-
TLES ARE LISTED ALPHABETICALLY IN
SECTIONS-BASIC SCIENCES AND BASIC
INFORMATION, ACTIVITIES OF DAILY
LIVING, MEDICAL ASPECTS AND THERA-
PEUTIC MANAGEMENT, EVALUATION
AND PSYCHOSOCIAL ASPECTS, RECREA-
TION AND VOCATIONAL INFORMATION.
INFORMATION INCLUDES YEAR, RUN-
NING TIME, COLOR AND SOUND INFOR-
MATION, RENTAL FEE, SOURCE FROM
WHICH AVAILABLE, AND AN ANNOTAT-
ION. FOR MANY ITEMS, THE TYPE OF AU-
DIENCE (LAY OR PROFESSIONAL) IS DE-
SIGNATED. (JA)

ED 014 835

EC 001 090

BAUMGARTNER, BERNICE E.
GUIDING THE RETARDED CHILD, AN AP-
PROACH TO A TOTAL EDUCATIONAL PRO-
GRAM.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CURRICULUM, *EXCEP-
TIONAL CHILD EDUCATION, *MENTALLY
HANDICAPPED, *TEACHING METHODS,
CURRICULUM GUIDES, EDUCABLE MEN-
TALLY HANDICAPPED, EDUCATIONAL
OBJECTIVES, LEARNING ACTIVITIES,
PHYSICAL EDUCATION, PRESCHOOL

CHILDREN, SCHEDULING, SPECIAL
CLASSES, TEACHER EVALUATION,
TEACHER RESPONSIBILITY, TEACHER
ROLE, TEACHING PROCEDURES.

THIS BOOK PRESENTS AN APPROACH TO
EDUCATING THE MENTALLY RETARDED
CHILD, WITH THE EMPHASIS ON PROVID-
ING A COMPREHENSIVE EDUCATIONAL
PROGRAM BASED ON CREATING A HOME-
SCHOOL-COMMUNITY ENVIRONMENT. IT
IS ADDRESSED TO SPECIAL EDUCATION
AND SPECIAL SUBJECT TEACHERS, TO
THE REGULAR CLASSROOM TEACHER
WITH A MENTALLY RETARDED CHILD IN
HIS CLASS, AND TO ADMINISTRATORS,
PARENTS, AND OTHER PROFESSIONALS
WORKING WITH THE MENTALLY RETAR-
DED. THE ROLE AND FUNCTIONS OF
THE TEACHER, AS HE CREATES A BENEF-
ICIAL ENVIRONMENT FOR LEARNING,
FORM THE FIRST AREA OF CONSIDERAT-
ION. THE USE OF SOCIAL COMMUNICA-
TION AS THE KEY TO EXPERIENCE IS
DISCUSSED. RECORDING OBSERVATIONS,
WRITING REPORTS AND PREPARING
DAILY PLANS IS EXPLAINED AND SHOWN
TO BE NECESSARY FOR PLOTTING A
REALISTIC LONG-RANGE COURSE. THE
IMPORTANCE OF SCHEDULING TIME IS
NOTED. THE FOLLOWING SECTION DEALS
WITH SPECIFIC SUBJECTS, BOTH ACADE-
MIC AND THOSE FOSTERING CREATIVE
AND RECREATIONAL GROWTH. THE COM-
PREHENSIVE ENVIRONMENT APPROACH
IS RELATED TO THE LANGUAGE ARTS, SO-
CIAL STUDIES, ARITHMETIC, SCIENCE,
PHYSICAL EDUCATION, MUSIC, ART, HO-
MEMAKING, AND OCCUPATIONAL EDUCA-
TION. THE FINAL SECTION ENUMERATES
AND DESCRIBES APPROPRIATE LEARN-
ING SITUATIONS AND DISCUSSES THE
TOTAL PROGRAM CONCEPT. SELECTED
REFERENCES FOR PROFESSIONALS AND
STUDENTS ARE INCLUDED IN SOME
CHAPTERS. THIS DOCUMENT WAS PUB-
LISHED BY THE JOHN DAY CO., NEW
YORK, N.Y. \$6.95. (MS)

ED 014 836

56

EC 001 143

BORNSTEIN, HARRY
READING THE MANUAL ALPHABET-A RE-
SEARCH PROGRAM FOR DEVELOPING A
FILMED PROGRAM FOR TEACHING THE
MANUAL ALPHABET.
GALLAUDET COLLEGE, WASHINGTON,
D.C.

REPORT NUMBER NDEA-VIIA-985

PUB DATE 65

GRANT OEG-7-18-0070-180

EDRS PRICE MF-\$0.50 HC-\$3.64 89P.

DESCRIPTORS *AURALLY HANDI-
CAPPED, *COMMUNICATION (THOUGHT
TRANSFER), *EXCEPTIONAL CHILD RE-
SEARCH, *PROGRAMED INSTRUCTION,
ADULTS, COLLEGE STUDENTS, DEAF,
EDUCATIONAL RESEARCH, FINGER
SPELLING, INSTRUCTIONAL FILMS,
MANUAL COMMUNICATION, PROGRAMED
MATERIALS.

A PROGRAMED FILM COURSE WAS DE-
VELOPED TO TEACH PERSONS HOW TO
READ THE MANUAL ALPHABET. THE EF-
FECTS OF THE FOLLOWING PROGRAMING
CONDITIONS WERE STUDIED-MANNER
OF STIMULUS REPETITION, RATE OF STI-
MULUS PRESENTATION, AND MODE OF
RESPONSE. THE PROJECT WAS DONE IN
TWO PHASES. IN THE FIRST PHASE,
SUBJECTS WERE 42 DEAF GALLAUDET
COLLEGE PREPARATORY STUDENTS, 26
HEARING FACULTY AND STAFF MEM-
BERS OF THE NEW MEXICO SCHOOL FOR
THE DEAF, AND 14 HEARING GRADUATE
STUDENTS AT GALLAUDET. THEIR PRO-
GRAMS CONSISTED OF 17 LESSONS AND 8

FILMED TESTS. A RELATIONSHIP OF .90 OR ABOVE (WITH ONE EXCEPTION) WAS OBTAINED BETWEEN PRE- AND POST-TEST SCORES. ANALYSIS OF VARIANCE ON SCORES FROM VARIATIONS IN RATE OF PRESENTATION AND AMOUNT OF REPETITION OF THE STIMULUS MATERIAL FOR THE PREPARATORY STUDENTS SHOWED NONE OF THE EXPERIMENTAL TREATMENTS WERE SIGNIFICANTLY EFFECTIVE, BUT THERE WAS AN OVERALL MEAN GAIN (STATISTICALLY SIGNIFICANT, P IS LESS THAN .01) FOR READING WORDS AND FOR READING SENTENCES. FOR THE HEARING FACULTY GROUP AND THE GRADUATE STUDENT GROUP, DIFFERENCES IN RESPONSE METHOD (ORAL, WRITTEN, OR MANUAL) FAILED TO ACHIEVE STATISTICAL SIGNIFICANCE. IMPROVEMENT IN READING WORDS ACHIEVED STATISTICAL SIGNIFICANCE (P IS LESS THAN .01) FOR BOTH GROUPS, BUT MEAN GAIN FOR READING SENTENCES WAS NOT STATISTICALLY SIGNIFICANT FOR EITHER GROUP. THE FILM COURSE WAS JUDGED AN INEFFECTIVE INSTRUCTIONAL TOOL. THE SECOND PHASE UTILIZED A CHANGE IN PRESENTATION AND A REVISED, EXPANDED FILM PROGRAM (24 LESSONS) AND TWO FILM TESTS. FORTY-EIGHT HEARING COLLEGE STUDENTS SERVED AS SUBJECTS. ANALYSIS OF VARIANCE SHOWED REPETITION WAS THE ONLY EXPERIMENTAL TREATMENT SIGNIFICANTLY AFFECTING SCORES FOR WORDS AND FOR SENTENCES (P IS GREATER THAN .01 AND LESS THAN .05). DATA FOR BOTH PHASES IS PRESENTED TABULARLY. APPENDIXES INCLUDE (1) CAPTIONED INSTRUCTIONS AND SCRIPTS FOR READING THE FILM COURSE AND THE TWO REVISED TESTS AND (2) COPIES OF FORMS USED FOR WRITTEN RESPONSES. REFERENCE LIST CITES 12 ITEMS. (MK)

ED 014 837 **EC 001 162**
COMPARATIVE SURVEY OF SIXTEEN STATE DEPARTMENTS OF EDUCATION SERVICES TO EXCEPTIONAL CHILDREN. SURVEY REPORT, 1965-1966.

FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE

PUB DATE APR 67

EDRS PRICE MF-\$0.25 HC-\$0.76 17P.

DESCRIPTORS *EXCEPTIONAL CHILD EDUCATION, *STATE PROGRAMS, ADOLESCENTS, CHILDREN, COMPARATIVE STATISTICS, EDUCATIONAL STATUS COMPARISON, FLORIDA, HANDICAPPED, HANDICAPPED CHILDREN, STATISTICAL SURVEYS, STUDENT TEACHER RATIO, TALLAHASSEE.

THIS SURVEY EXAMINED THE RELATIONSHIP OF FLORIDA TO STATES OF SIMILAR SIZE CONCERNING SERVICES AND SIZE OF STAFF FOR THE EDUCATION OF HANDICAPPED CHILDREN DURING 1965-1966 IN THESE SEVEN AREAS-SPEECH HANDICAPPED, SPECIAL LEARNING PROBLEMS (INCLUDING EMOTIONALLY DISTURBED, NEUROLOGICALLY IMPAIRED, BRAIN DAMAGED, SOCIALLY MALADJUSTED, AND DELINQUENT), EDUCABLE MENTALLY RETARDED, TRAINABLE MENTALLY RETARDED, PHYSICALLY HANDICAPPED, DEAF AND SEVERELY HARD OF HEARING, AND BLIND AND PARTIALLY SIGHTED. THE FOUR STATES SURVEYED WHICH WERE LARGER THAN FLORIDA IN TOTAL POPULATION WERE OHIO, ILLINOIS, NEW JERSEY, AND MICHIGAN. THE 11 SMALLER STATES INCLUDED MASSACHUSETTS, INDIANA, NORTH CAROLINA, MISSOURI, VIRGINIA, GEORGIA, WISCONSIN, TENNESSEE, MIN-

NESOTA, ALABAMA, AND LOUISIANA. EACH STATE DEPARTMENT OF EDUCATION REPORTED THE NUMBER OF TEACHERS EMPLOYED WITHIN THE PUBLIC SCHOOL PROGRAMS DURING 1965-1966. TEN TABLES REPORT THE NUMBER OF TEACHERS AND STUDENTS (AND STUDENT TEACHER RATIO) IN EACH AREA OF EXCEPTIONALITY, THE TOTAL POPULATION, AND THE SCHOOL POPULATION FOR EACH STATE. SIZES OF STATE STAFFS ARE REPORTED. (JA)

ED 014 838

BONHAM, S.J., JR.

PROGRAM STANDARDS FOR SPECIAL EDUCATION AND LEGAL DISMISSAL FROM SCHOOL ATTENDANCE.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$2.52 61P.

DESCRIPTORS *EXCEPTIONAL CHILD EDUCATION, *PROGRAM PLANNING, *STANDARDS, ADMISSION CRITERIA, AURALLY HANDICAPPED, BOARDING HOMES, COLUMBUS, EDUCABLE MENTALLY HANDICAPPED, EDUCATIONAL FINANCE, EMOTIONALLY DISTURBED, HANDICAPPED, HEARING THERAPY, HOMEBOUND, HOMEBOUND CHILDREN, NEUROLOGICALLY HANDICAPPED, PHYSICALLY HANDICAPPED, PROGRAM GUIDES, PROGRAM ORTHOPEDICALLY HANDICAPPED, SCHOOL ATTENDANCE LAWS, SCHOOL SERVICES, SPEECH THERAPY, STATE STANDARDS, STUDENT TRANSPORTATION, TUTORING, VISUALLY HANDICAPPED.

THIS GUIDE PRESENTS IN OUTLINE FORM THE PROGRAM STANDARDS APPROVED BY THE OHIO STATE BOARD OF EDUCATION IN AUGUST 1966 FOR 13 SPECIAL EDUCATION PROGRAMS AND FOR LEGAL DISMISSAL FROM SCHOOL ATTENDANCE. THE FOLLOWING TOPICS ARE CONSIDERED-GENERAL STANDARDS, ELIGIBILITY FOR SERVICES, CLASS SIZE AND STUDENT AGE RANGE, HOUSING, EQUIPMENT AND MATERIALS, PROGRAM ORGANIZATION AND CONTENT, AND TEACHER QUALIFICATIONS. GENERAL AND SPECIFIC STANDARDS ARE PRESENTED FOR THESE PROGRAMS-(1) DEAF, (2) HARD OF HEARING, (3) CRIPPLED, (4) VISUALLY HANDICAPPED, (5) NEUROLOGICALLY HANDICAPPED, (6) EMOTIONALLY HANDICAPPED, (7) SLOW LEARNING, (8) SPEECH AND HEARING THERAPY, (9) CHILD STUDY SERVICES, (10) INDIVIDUAL INSTRUCTIONAL SERVICES, (11) TRANSPORTATION, (12) BOARDING HOMES FOR PHYSICALLY HANDICAPPED CHILDREN, (13) STANDARDS FOR LEGAL DISMISSAL FROM SCHOOL ATTENDANCE. (DF)

ED 014 839

BARE, CLARI AND OTHERS

SELF-HELP CLOTHING FOR HANDICAPPED CHILDREN.

NATIONAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS

CONNECTICUT UNIV., STORRS, SCH. OF HOME ECONOMICS

PUB DATE 62

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EXCEPTIONAL CHILD EDUCATION, *PHYSICALLY HANDICAPPED, *SELF CARE SKILLS, CHILD REARING, CHILDREN, HANDICAPPED CHILDREN, TRAINING TECHNIQUES.

DESIGNED AS A GUIDE FOR PARENTS AND PROFESSIONAL PERSONNEL, THIS PAMPHLET PROVIDES INFORMATION ON

EC 001 197

THE SELECTION AND ADAPTATION OF CLOTHING FOR THE HANDICAPPED CHILD. TECHNIQUES OF TRAINING FOR INDEPENDENCE ARE DISCUSSED. FABRICS, FASTENERS, REINFORCEMENTS TO CLOTHES, CONVENIENT AND FLATTERING STYLES, PROPER FIT, AND ADJUSTMENTS POSSIBLE IN READY TO WEAR CLOTHES ARE DESCRIBED. INFORMATION IS GIVEN ABOUT UNDERWEAR, SLEEPWEAR, DRESS CLOTHES, FOOTWEAR, DRESSES, OUTERWEAR, AND SWIM SUITS. SOURCES OF FURTHER INFORMATION ABOUT CHILDREN, CHILDREN'S CLOTHING, CLOTHING FOR THE HANDICAPPED, AND DRESSING TECHNIQUES ARE GIVEN. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS, 2023 WEST OGDEN AVENUE, CHICAGO 12, ILLINOIS. \$0.50. (GB)

ED 014 840

EC 001 374

SELECTED PAPERS FROM PROFESSIONAL PROGRAM SEGMENTS OF UNITED CEREBRAL PALSY'S ANNUAL CONFERENCE (15TH, LOS ANGELES, CALIFORNIA, MARCH 11-13, 1965).

UNITED CEREBRAL PALSY ASSN., NEW YORK, N.Y.

PUB DATE 13 MAR 65

EDRS PRICE MF-\$0.25 HC-\$2.36 57P.

DESCRIPTORS *EXCEPTIONAL CHILD EDUCATION, *PHYSICALLY HANDICAPPED, *VOCATIONAL REHABILITATION, CEREBRAL PALSY, CONFERENCE REPORTS, DIAGNOSTIC TESTS, EMPLOYMENT OPPORTUNITIES, EVALUATION, HANDICAPPED, ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, ITPA, LANGUAGE HANDICAPS, LEARNING DIFFICULTIES, MINIMALLY BRAIN INJURED, PERCEPTUAL MOTOR COORDINATION, RESEARCH NEEDS, STATE AGENCIES, TEACHER ROLE.

THIS PUBLICATION PRESENTS SELECTED PAPERS FROM THE UNITED CEREBRAL PALSY ASSOCIATION'S 15TH ANNUAL CONFERENCE, MARCH 13, 1965. PAPERS ARE-(1) "S IS TO TURN" BY PAUL V. CARLSON, (2) "CERTAIN ASPECTS OF THE FUNCTIONAL STATUS OF THE FETUS IN UTERO" BY FORREST H. ADAMS, (3) "ENCEPHALITIS-COMMON CAUSES AND AFTER EFFECTS" BY JOHN M. ADAMS, (4) "BRAIN RESEARCH AT THE BARROW NEUROLOGICAL INSTITUTE, A NON-UNIVERSITY CENTER" BY EDUARDO EIDELBERG, (5) "EDUCATION FOR SELF-SUFFICIENCY" (ABSTRACT) BY EDGAR A. DOLL, (6) "AN APPROACH TO THE ASSESSMENT OF LANGUAGE DISORDERS IN BRAIN DAMAGE" BY OTFRIED SPREEN, (7) "THE TEACHER'S CONTRIBUTION IN THE DIAGNOSIS AND REMEDIATION OF LEARNING DISABILITIES" BY DOUGLAS E. WISEMAN, (8) "DEVELOPMENT OF CREATIVE DESIGNS BY HANDICAPPED CLIENTS IN COMPETITIVE RETAILING" BY SYLVIA P. HOWARD, (9) "FUTURE DIRECTION FOR RESEARCH IN VOCATIONAL REHABILITATION" BY CHARLES S. NICHOLAS, AND (10) "IMPLICATIONS OF DEVELOPING STATE DIVISION OF VOCATIONAL REHABILITATION SERVICES FOR CEREBRAL PALSIED CLIENTS" BY DONALD W. BLYTH. COMMENTS AND DISCUSSION ARE PROVIDED BY SIDNEY CARTER, BLUMA WEINER, SAMUEL ASHCROFT, MARTIN E. MC CAVITT, ISADOR W. SCHERER, CRAIG MILLS, AND DON BURTON. (MV)

ED 014 841

EC 001 375

HATFIELD, ELIZABETH M.

ESTIMATED STATISTICS ON BLINDNESS AND VISION PROBLEMS. NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS FACTBOOK.

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EXCEPTIONAL CHILD RESEARCH, *VISUALLY HANDICAPPED, ADOLESCENTS, ADULTS, BLIND, CHILDREN, ETIOLOGY, GLOSSARIES, INCIDENCE, PARTIALLY SIGHTED, STATISTICS.

CURRENT ESTIMATES AND SOME TRENDS DATA ARE PRESENTED ON THE FOLLOWING SUBJECTS: POPULATION GROWTH (1940-1960), PREVALENCE OF LEGAL BLINDNESS, NEW CASES OF LEGAL BLINDNESS, AGE DISTRIBUTION OF LEGALLY BLIND PERSONS, CAUSES OF LEGAL BLINDNESS, CHANGING PATTERNS IN CAUSES OF LEGAL BLINDNESS, CASES OF GLAUCOMA, SCHOOL CHILDREN NEEDING EYE CARE, PARTIALLY SEEING SCHOOL CHILDREN, AND EYE INJURIES TO SCHOOL CHILDREN. A GLOSSARY OF TERMS RELATING TO THE EYE AND A HISTORICAL REVIEW OF ATTEMPTS TO COMPILE STATISTICS ON BLINDNESS ARE INCLUDED. AN EXPLANATION OF THE ESTIMATION PROCEDURE USED IN COMPILING THE STATISTICS INCLUDES THE REFERENCE TABLES OF BASE FIGURES. THIRTY-SIX TABLES AND A REFERENCE LIST OF 32 ITEMS ARE PRESENTED. THIS DOCUMENT WAS PUBLISHED BY THE NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, INC., 16 EAST 40TH STREET, NEW YORK, NEW YORK 10016.\$1.00. (CG)

ED 014 842

EC 001 388

SCOTT, ROBERT A.

ADJUSTMENT TO BLINDNESS AND SEVERE VISUAL IMPAIRMENT-A SELECTED BIBLIOGRAPHY.

AMERICAN FOUNDATION FOR THE BLIND, NEW YORK, N.Y.

PUB DATE JUL 67

EDRS PRICE MF-\$0.25 HC-\$1.24 29P.

DESCRIPTORS *ADJUSTMENT (TO ENVIRONMENT), *EXCEPTIONAL CHILD RESEARCH, *VISUALLY HANDICAPPED, ADJUSTMENT PROBLEMS, ADULTS, BIBLIOGRAPHIES, BLIND, CHILDREN, PARTIALLY SIGHTED.

THE BOOKS, ARTICLES, AND ESSAYS CITED IN THIS BIBLIOGRAPHY ON ADJUSTMENT TO BLINDNESS WERE EXTRACTED FROM THREE PRIMARY SOURCES-(1) THE MAJOR REFERENCE DOCUMENTS OF THE SOCIAL SCIENCES FOR THE YEARS 1955 THROUGH 1966, (2) LITERATURE FROM THE FIELD OF WORK FOR THE BLIND, AND (3) STANDARD BIBLIOGRAPHIES ON THE SUBJECT OF ADJUSTMENT TO BLINDNESS. SECTION ONE OF THE BIBLIOGRAPHY LISTS 21 SELECTED REFERENCES FROM SOCIOLOGICAL LITERATURE, SECTION TWO LISTS 39 SELECTIONS ON ADJUSTMENT TO BLINDNESS IN CHILDREN, AND SECTION THREE LISTS 160 ITEMS ON ADJUSTMENT AMONG ADULTS. (CG)

ED 014 843

EC 001 454

QUIGLEY, STEPHEN P. YOUNGS, JOSEPH P.

INTERPRETING FOR DEAF PEOPLE, A REPORT OF A WORKSHOP ON INTERPRETING (GOVERNOR BAXTER STATE SCHOOL FOR

THE DEAF, PORTLAND, MAINE, JULY 7-27, 1965).

ILLINOIS UNIV., URBANA, INST.RES.EXCEPT.CHILDREN

VOCATIONAL REHABILITATION ADMIN. (DHEW)

PUB DATE 65

EDRS PRICE MF-\$0.75 HC-\$5.92 146P.

DESCRIPTORS *AURALLY HANDICAPPED, *DEAF INTERPRETING, *EXCEPTIONAL CHILD SERVICES, COMMUNICATION PROBLEMS, COUNSELING SERVICES, DEAF, INTERPRETERS, INTERPRETIVE SKILLS, JOB PLACEMENT, LEGAL PROBLEMS, MANUALS, MEDICAL SERVICES, MEDICAL VOCABULARY, PROFESSIONAL TRAINING, PSYCHOTHERAPY, RELIGIOUS FACTORS, TEACHING PROGRAMS, VOCABULARY, WORKSHOPS.

THIS MANUAL, A RESULT OF THE WORKSHOP ON INTERPRETING FOR THE DEAF WHICH WAS HELD AT THE GOVERNOR BAXTER STATE SCHOOL FOR THE DEAF IN MAINE, JULY, 1965, IS DESIGNED TO (1) DEFINE INTERPRETING PROBLEMS AND PROCEDURES, (2) PROVIDE CURRICULUM GUIDELINES, AND (3) PROVIDE INFORMATION FOR INSTRUCTORS AND STUDENTS IN CLASSES ON INTERPRETING. THE FOLLOWING TOPICS WERE DISCUSSED-(1) "PHYSICAL FACTORS IN INTERPRETING" BY RALPH NEESAM AND ROGER FALBERG, (2) "PLATFORM INTERPRETING" BY ROGER FALBERG, (3) "FINGERSPELLING AS AN INTERPRETIVE MEDIUM," BY EDWARD L. SCOUTEN, (4) "INTERPRETING FOR THE ORALLY ORIENTED DEAF PERSON" BY RICHARD L. THOMPSON, (5) "INTERPRETING IDIOMATIC EXPRESSIONS," BY KENNETH F. HUFF, (6) "INTERPRETING FOR DEAF PERSONS WITH SEVERELY RESTRICTED LANGUAGE SKILLS" BY JESS M. SMITH, (7) "INTERPRETING IN LEGAL SITUATIONS" BY JOSEPH P. YOUNGS, (8) "INTERPRETING IN MEDICAL SITUATIONS" BY LUCILE N. TAYLOR, (9) "INTERPRETING IN RELIGIOUS SITUATIONS" BY ROGER M. FALBERG, (10) "INTERPRETING FOR JOB PLACEMENT" BY EDNA P. ADLER, (11) "INTERPRETING IN COUNSELING AND PSYCHOTHERAPEUTIC SITUATIONS" BY MCCAY VERNON, (12) "PROGRAM FOR TRAINING INTERPRETERS" BY BARBARA E. BABBINI. THE APPENDICES CONTAIN 12 BOOK REVIEWS, SIX FILM REVIEWS, AND A LIST OF WORKSHOP PARTICIPANTS AND CONSULTANTS. THE REGISTRY OF INTERPRETERS FOR THE DEAF CODE OF ETHICS IS ALSO INCLUDED. THIS DOCUMENT WAS PUBLISHED BY THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (RS)

ED 014 844

EF 000 030

WOOD, FREDERIC D.

EFFICIENT OPERATION AND ECONOMICAL EXPANSION OF UNDERGRADUATE TEACHING FACILITIES OF URBAN UNIVERSITIES. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS BASED ON A CASE STUDY OF DREXEL INSTITUTE OF TECHNOLOGY, PHILADELPHIA, PENNSYLVANIA.

PUB DATE 1 MAY 60

EDRS PRICE MF-\$0.25 HC-\$1.12 26P.

DESCRIPTORS *CASE STUDIES (FACILITIES), *COLLEGE PLANNING, *FACILITY REQUIREMENTS, *FEASIBILITY STUDIES, *URBAN UNIVERSITIES, BUILDING CONVERSION, BUILDING DESIGN, CONSTRUCTION NEEDS, FACILITY EXPANSION, FACILITY UTILIZATION, MASTER PLANS, PARKING AREAS, PHILADELPHIA,

INFORMATION CONCERNING EFFICIENT PLANT OPERATION AND ECONOMIC FACILITY EXPANSION TO BEST ACCOMMODATE INCREASED STUDENT ENROLLMENTS AT URBAN COLLEGES AND UNIVERSITIES WAS GENERATED FROM A CASE STUDY OF THE DREXEL INSTITUTE OF TECHNOLOGY. GENERAL AREAS INVESTIGATED WERE-(1) SPACE REQUIREMENTS WHICH WILL MEET ANTICIPATED INCREASES IN ENROLLMENT, (2) SPACE ARRANGEMENT FOR INTENSIVE AND EFFICIENT UTILIZATION OF THE PHYSICAL PLANT, (3) USE OF MULTI-STORY BUILDINGS TO COMPENSATE FOR HIGH LAND COSTS, (4) ECONOMICS OF BUILDING UNITS WHICH CAN LATER BE EXPANDED VERTICALLY, (5) POSSIBLE CONVERSION OF ADJACENT BUILDINGS, (6) PHASING OF FINANCING AND CONSTRUCTION WITH REGARD TO INFLATION, AND (7) PROVISION FOR SATISFACTORY PARKING. A METHODOLOGY FOR DETERMINING FUTURE SPACE REQUIREMENTS WAS DEVELOPED AND USED IN CONJUNCTION WITH SEVERAL PLANNING AND FEASIBILITY STUDIES TO DEVELOP SPECIFIC RECOMMENDATIONS FOR DREXEL INSTITUTE. INCLUDED ARE TABLES ON ALTERNATIVES FOR NEW BUILDING DEVELOPMENT, AND AN EXHIBIT OF THE FORMS AND INSTRUCTIONS FOR THE FACILITIES REQUIREMENTS METHODOLOGY. (BH)

ED 014 845

EF 000 055

A GUIDE FOR PLANNING PHYSICAL EDUCATION AND ATHLETIC FACILITIES.

NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON

PUB DATE 64

EDRS PRICE MF-\$0.25 HC-\$2.00 48P.

DESCRIPTORS *ATHLETIC EQUIPMENT, *ATHLETIC FIELDS, *GYMNASIUMS, *PHYSICAL EDUCATION FACILITIES, *RECREATIONAL FACILITIES, ATHLETIC ACTIVITIES, EDUCATIONAL FACILITIES, FIELD HOUSES, LOCKER ROOMS, PHYSICAL FACILITIES, SCHOOL SPACE.

THIS STUDY EXAMINES PHYSICAL EDUCATION FACILITIES, THEIR PHYSICAL NEEDS, AND RELATED DESIGN CONSIDERATIONS. A SYSTEM OF DETERMINING THE TOTAL NUMBER OF TEACHING STATIONS NEEDED IS GIVEN TO AID INITIAL REQUIREMENT ANALYSIS. INDOOR FACILITIES ANALYZED INCLUDE-(1) THE GYMNASIUM, IN TERMS OF LOCATION, SIZE, DESIGN FEATURES, AND RELATED COMPONENTS, (2) AUXILIARY TEACHING ROOMS WHICH PROVIDE TEACHING STATIONS FOR SPECIALIZED FUNCTIONS, (3) LOCKER AND SHOWER ROOMS INCLUDING SUPPORTING FACILITIES AND DETAILS, AND (4) OFFICES FOR SUPERVISORY FUNCTIONS. PLANNING FACTORS FOR OUTDOOR FACILITIES INCLUDE LOCATION, SUPERVISORY CONTROL, SAFETY, UTILITY, SURFACING REQUIREMENTS, AND SPECIALIZED EQUIPMENT. REQUIREMENTS FOR INTER-SCHOLASTIC ATHLETICS AND RECREATIONAL FACILITIES ARE LISTED IN TERMS OF STORAGE AND USAGE REQUIREMENTS, WHILE IMPORTANT GENERAL FACTORS FOR FIELD HOUSE AND ATHLETIC FIELD DESIGN ARE GIVEN. A CHECKLIST FOR FACILITIES PLANNING IS INCLUDED TO HELP ELIMINATE COMMON ERRORS MADE IN DESIGN AND CONSTRUCTION. (MH)

ED 014 846

EF 000 069

BRAD, BERNARD

A COLLEGE HEALTH CENTER.
EDUCATIONAL FACILITIES LABS, INC.,
NEW YORK, N.Y.

PUB DATE 63

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BUILDING INNOVATION,
*COLLEGE BUILDINGS, *DESIGN NEEDS,
*FLEXIBLE FACILITIES, *HEALTH FACILITIES, BUILDING DESIGN, CLINICS,
COLLEGE PLANNING, COLORADO COLLEGE, CONSTRUCTION COSTS, HEALTH NEEDS, HEALTH SERVICE, INTERIOR SPACE, KNOX COLLEGE, STUDY FACILITIES, WITTENBERG COLLEGE.

THIS REPORT CONSIDERS PROBLEMS AND SOLUTIONS RELATED TO THE DESIGN AND ESTABLISHMENT OF COLLEGE HEALTH FACILITIES. THIS INCLUDES THE RESULTS OF A STUDY INVOLVING COLORADO, KNOX, AND WITTENBERG COLLEGES IN WHICH PERSONAL VISITS AND EXPERT TESTIMONY CONCLUDED THAT THE HEALTH SERVICES OF SMALL COLLEGES IN THE CENTRAL AND WESTERN STATES WERE SERIOUSLY INADEQUATE. A PROTOTYPE SOLUTION WAS DEVELOPED BY AN ARCHITECTURAL FIRM TO MEET THE NEEDS OF SMALL INDEPENDENT LIBERAL ARTS COLLEGES. SPECIFIC CONSIDERATIONS INCLUDED (1) INTERNAL EXPANSION AND FLEXIBILITY, (2) STUDY AND RECREATIONAL FACILITIES, AND (3) SUPERVISION AND SPACE RELATIONSHIPS. THIS SOLUTION CONSISTED OF A CIRCULAR BUILDING, WITH PATIENT ROOMS ON THE PERIMETER AND A RAISED CENTRAL NURSING STATION, WITH AUXILIARY WAITING AND TREATMENT ROOMS AND AN ATTACHED NURSES RESIDENCE. AN IMPORTANT FEATURE WAS THE PROVISION OF STUDY SPACE WHICH COULD BE REPLACED WITH EMERGENCY BEDS. THE PROTOTYPE IS INTENDED AS A LOW COST COMBINATION CLINIC AND INFIRMARY. SPECIFICATIONS, LAYOUTS, AND ELEVATIONS ARE GIVEN WITH THE SUPPORTING DESIGN ANALYSIS. THIS DOCUMENT IS AVAILABLE FROM THE EDUCATION FACILITIES LABORATORIES, 477 MADISON AVENUE, NEW YORK 22, NEW YORK. (MM)

ED 014 847

EF 000 097

LARSON, C. THEODORE AND OTHERS
THE EFFECT OF WINDOWLESS CLASSROOMS ON ELEMENTARY SCHOOL CHILDREN.

MICHIGAN UNIV., ANN ARBOR, COLL. OF ARCHITECT. DESIGN

PUB DATE NOV 65

EDRS PRICE MF-\$0.50 HC-\$4.12 101P.

DESCRIPTORS *ENVIRONMENT, *ENVIRONMENTAL INFLUENCES, *LIGHTING, *SCHOOL DESIGN, *SCHOOL ENVIRONMENT, CLASSROOM ENVIRONMENT, MICHIGAN.

THIS CASE STUDY WAS MADE TO DETERMINE THE EFFECTS OF NONFENESTRATED CLASSROOMS ON CHILDREN'S LEARNING ACHIEVEMENT. USING GRADES K-3, OBSERVATIONS WERE MADE IN TWO SCHOOLS OF SIMILAR CONSTRUCTION AND DEMOGRAPHY. THE STUDY WAS MADE IN THREE SETTINGS-A YEAR IN EXISTING FENESTRATED CLASSROOMS, A YEAR WITH ALL WINDOWS REMOVED IN THE TEST SCHOOL AND ONE-HALF YEAR WITH THE WINDOWS RESTORED IN THE CONTROL SCHOOL. DATA DERIVED FROM RECORDS ON LEARNING ACHIEVEMENT AND CHILD BEHAVIOR DURING THE STUDY SHOW A CLOSE PARALLEL IN PUPIL LEARNING ACHIEVEMENTS BETWEEN THE TWO SCHOOLS AND THAT

WINDOWS HAVE LITTLE EFFECT ON THE CHILD'S ABILITY TO LEARN AS REFLECTED BY HIS LEARNING ACHIEVEMENTS. DATA WERE ALSO KEPT ON ABSENTEEISM. A QUESTIONNAIRE TO SAMPLE THE REACTIONS OF CHILDREN AND TEACHERS SHOWED GENERAL APPROVAL OF WINDOWLESS CLASSROOMS BY TEACHERS STATING THAT THE ROOMS HAD FEWER DISTRACTIONS FROM OUTSIDE NOISES AND WEATHER CHANGES, A FEW TEACHERS COMPLAINED ABOUT STUFFINESS AND DRAFTINESS IN THE ROOMS. PARENTS' REACTIONS WERE REPORTED BY TEACHERS, MINOR RESISTANCE TO THE STUDY WAS ENCOUNTERED, THE CROSS SECTION OF PARENT ATTITUDE RAN FROM CURIOSITY TO INDIFFERENCE. THE CHILDREN SURVEYED SHOWED COMPARABLE ATTITUDES. ADEQUATE ARTIFICIAL LIGHTING AND MECHANICAL VENTILATING SYSTEMS WHICH CONDITION THE AIR TO DESIRED WARMTH AND FRESHNESS ARE ARCHITECTURAL REQUISITES. IN BUILDING PLANNING FENESTRATED CLASSROOMS SHOULD BE CONSIDERED ONLY WHEN EDUCATIONAL PURPOSES ARE SERVED AN OUTSIDE VIEW. (GM)

ED 014 848

EF 000 117

PLANNING AREAS AND FACILITIES FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION BY PARTICIPANTS IN NATIONAL FACILITIES CONFERENCE. REVISED 1965. ATHLETIC INSTITUTE, CHICAGO, ILL. AMERICAN ASSN. FOR HEALTH, P. E. AND RECREATION

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *PHYSICAL EDUCATION, *PHYSICAL FACILITIES, *PLANNING, *RECREATIONAL FACILITIES, ATHLETIC ACTIVITIES, ATHLETIC PROGRAMS, ATHLETICS, FACILITIES, HEALTH, HEALTH CONDITIONS, PHYSICAL RECREATION PROGRAMS, PLAYGROUNDS, PUBLIC FACILITIES, RECREATIONAL ACTIVITIES.

SPECIFIC INFORMATION IS PROVIDED IN THIS GUIDE TO PLANNERS OF AREAS AND FACILITIES FOR ATHLETICS, RECREATION, OUTDOOR EDUCATION, AND PHYSICAL AND HEALTH EDUCATION. PART ONE CONCERNS BASIC CONCEPTS PERTINENT TO THE AREA OF CONSIDERATION. THE AIMS OF PHYSICAL EDUCATION, HEALTH AND SAFETY EDUCATION, AND RECREATION ARE LISTED. PLANNING PRINCIPLES, PLANNING UNITS, AND AREA TYPES ARE DISCUSSED. PART TWO DEALS WITH OUTDOOR AREAS AND FACILITIES. PLANNING TECHNIQUES ARE OUTLINED. SPECIFIC GUIDELINES FOR DEVELOPING RECREATION, PARK, SCHOOL, OUTDOOR, AND OUTDOOR EDUCATION AREAS ARE GIVEN. PART THREE IS CONCERNED WITH INDOOR FACILITIES. THE DISCUSSION IS BROKEN INTO ELEMENTARY AND SECONDARY SCHOOLS, COLLEGES AND UNIVERSITIES, RECREATION BUILDINGS, AND GENERAL BUILDING FEATURES. PART FOUR PERTAINS TO AQUATIC AREAS AND FACILITIES. DESIGN AND CONSTRUCTION OF SWIMMING POOLS ARE CONSIDERED FROM A TECHNICAL VIEWPOINT. DEVELOPMENT OF WATERFRONTS AND BEACHES IS ALSO DISCUSSED. PART FIVE DEALS WITH HEALTH AND SAFETY AREAS AND FACILITIES. FACILITY NEEDS RELATED TO THE SCHOOL HEALTH PROGRAM IN THE LIGHT OF THE

SCHOOL'S PLACE IN THE COMMUNITY ARE DISCUSSED IN ONE CHAPTER AND SAFETY EDUCATION AREAS DEALING WITH DRIVER EDUCATION ARE DISCUSSED IN THE OTHER. THROUGHOUT THIS GUIDE SPECIFIC INFORMATION IS GIVEN TO GUIDE THE READER. SEVERAL APPENDICES INCLUDE INFORMATION ABOUT THE NATIONAL CONFERENCE ON AREAS AND FACILITIES FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION, SPECIFIC DIAGRAMS OF VARIOUS TYPES OF ATHLETIC COURTS, RULES SOURCES, REQUIREMENTS OF THE AGING AND DISABLED, CHECK LISTS FOR PLANNERS, AND A GLOSSARY. COPIES OF THIS DOCUMENT MAY BE OBTAINED FROM THE ATHLETIC INSTITUTE, MERCHANDISE MART, CHICAGO, ILLINOIS 60654, OR FROM AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION, 1201 18TH STREET, N.W., WASHINGTON, D.C. 20036. (RH)

ED 014 849

EF 000 404

BARTNICK, LAWRENCE P.

DESIGNING THE MATHEMATICS CLASSROOM.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS INC.

PUB DATE 57

EDRS PRICE MF-\$0.25 HC-\$1.84 44P.

DESCRIPTORS *CLASSROOM DESIGN, *EDUCATIONAL EQUIPMENT, *MATHEMATICS MATERIALS, CLASSROOM FURNITURE, ELEMENTARY SCHOOL MATHEMATICS, EQUIPMENT, FURNITURE, FURNITURE ARRANGEMENT, LIGHTING, MATHEMATICS, PHYSICAL FACILITIES, SCHOOL DESIGN, SCHOOL PLANNING, SECONDARY SCHOOL MATHEMATICS.

IN ORDER TO PROVIDE INFORMATION ON PLANNING A MATHEMATICS CLASSROOM TO MEET THE NEEDS OF A MODERN EDUCATIONAL PROGRAM, THIS BOOKLET PRESENTS DISCUSSIONS OF (1) PHYSICAL FEATURES OF A MATHEMATICS CLASSROOM, (2) FURNISHINGS, (3) EQUIPMENT, AND (4) FLOOR PLANS. A BIBLIOGRAPHY ON THE SUBJECT IS PROVIDED. (JT)

ED 014 850

EF 000 411

ENVIRONMENT FOR LEARNING, A RESEARCH STUDY IN SECONDARY SCHOOL DESIGN.

GOLEMON AND ROFE, ARCHITECTS-ENG., HOUSTON, TEX.

REPORT NUMBER FORM NO-AC489

CARRIER CORP., SYRACUSE, N.Y.

PUB DATE 1 FEB 60

EDRS PRICE MF-\$0.25 HC-\$0.96 22P.

DESCRIPTORS *BUILDING DESIGN, *CONTROLLED ENVIRONMENT, *FLEXIBLE FACILITIES, *SPATIAL RELATIONSHIP, *WINDOWLESS ROOMS, BUILDING INNOVATION, BUILDING OPERATION, COMPARATIVE ANALYSIS, CONSTRUCTION COSTS, DESIGN NEEDS, SECONDARY SCHOOLS.

A STUDY OF THE SCHOOL ENVIRONMENT AND THE PREPARATION OF A MODEL DESIGN SOLUTION HAS BEEN CONDUCTED BY AN ARCHITECTURAL FIRM. THE SOLUTION USED DATA FROM AN EXISTING COMPARISON SCHOOL IN THE REDESIGN OF THE EDUCATIONAL FACILITY BASED ON THE INDEPENDENT CONTROL OF THE INTERNAL ENVIRONMENT AND THE ELIMINATION OF CLASSROOM WINDOWS. THIS APPROACH ALLOWED THE REDISTRIBUTION OF SPACE AND FACILITIES WITHIN THE BUILDING

PROVIDING A GREATER FLEXIBILITY AND ECONOMIES IN COST, SPACE, AND TRAVEL TIME, AS WELL AS A MORE EFFECTIVE ENVIRONMENTAL CONTROL. THE MODEL SOLUTION HAS COMPARED WITH THE EXISTING SCHOOL IN TERMS OF (1) SITE USE, (2) FLOOR PLAN, (3) CONSTRUCTION COSTS, AND (4) OPERATING COSTS. THE SOLUTION ALSO INCLUDES SPECIFIC CONSIDERATIONS OF (1) ENTRANCES, (2) CORRIDORS, (3) FLEXIBLE CLASSROOMS, AND (4) ENGINEERING FACTORS. (DM)

ED 014 851 EF 000 413

BAILEY, THOMAS D.
SCHOOL LUNCH DESIGN CRITERIA, 1965.
FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE

PUB DATE 65
EDRS PRICE MF-\$0.50 HC-\$2.40 58P.
DESCRIPTORS *DINING FACILITIES, *EQUIPMENT, *FOOD HANDLING FACILITIES, *LUNCH PROGRAMS, EQUIPMENT STANDARDS, HEALTH FACILITIES, PHYSICAL FACILITIES, SCHOOL DESIGN, SCHOOL PLANNING.

IN ORDER TO SERVE AS A GUIDE FOR ARCHITECTS, COUNTY SUPERINTENDENTS, AND SCHOOL LUNCH SUPERVISORS, THIS REPORT SPECIFIES CRITERIA FOR SCHOOL LUNCH PROGRAMS. AREAS DISCUSSED INCLUDE: (1) SELECTION, PROCUREMENT, AND INSTALLATION OF EQUIPMENT WITH RESPECT TO THE NUMBER OF MEALS TO BE SERVED, (2) REQUIREMENTS FOR FUTURE EXPANSION, (3) SANITATION AND SAFETY, AND (4) FACILITIES AND REQUIREMENTS FOR DINING ROOMS, KITCHENS, SERVING AREAS, DISH WASHING AREAS, AND STORE ROOMS. (JT)

ED 014 852 EF 000 418

BOICE, JOHN, AND OTHERS
SCHOOL CONSTRUCTION SYSTEMS DEVELOPMENT PROJECT.

PUB DATE 65
EDRS PRICE MF-\$0.25 HC-\$0.36 7P.
DESCRIPTORS *EDUCATIONAL SPECIFICATIONS, *PREFABRICATION, *SCHOOL CONSTRUCTION, *SCHOOL PLANNING, *SPACE UTILIZATION, ACOUSTICAL ENVIRONMENT, BUILDING DESIGN, BUILDING INNOVATION, CURRICULUM PLANNING, EDUCATIONAL FACILITIES LABORATORIES, FIRE PROTECTION, FLEXIBLE CLASSROOMS, HEATING, INTERIOR SPACE, LIGHTING, MOVABLE PARTITIONS, VENTILATION.

ONE-HUNDRED MANUFACTURERS EXPRESSED INTEREST IN BIDDING FOR A SYSTEM ON SCHOOL CONSTRUCTION SYSTEMS DEVELOPMENT TO THE FIRST CALIFORNIA COMMISSION ON SCHOOL CONSTRUCTION SYSTEMS. TWENTY-TWO BUILDINGS COMPRISED THE PROJECT. THE OBJECTIVE WAS TO DEVELOP AN INTEGRATED SYSTEM OF STANDARD SCHOOL BUILDING COMPONENTS THAT WAS ADAPTABLE, ECONOMICALLY FEASIBLE, AND TIME-SAVING. THE USE OF STANDARD COMPONENTS TO BUILD NONSTANDARD BUILDINGS WAS A NEW CONCEPT. INDUSTRY DEVELOPED THE SYSTEM ON PERFORMANCE SPECIFICATIONS DEVELOPED BY EFL. HOWEVER, THE COMPONENTS WERE NOT ALWAYS COMPATIBLE. THE PURPOSE WAS TO IMPLEMENT EDUCATIONAL DEVELOPMENTS BY GIVING THE EDUCATOR FLEXIBILITY IN THE PLANNING AND UTILIZA-

TION OF SCHOOL BUILDINGS. THIS REQUIRED (1) LONG SPANS TO GENERATE LARGE AREAS OF SPACE, AND (2) ECONOMICALLY MOVABLE PARTITIONS. LIGHTING AND VENTILATING SYSTEMS HAD TO BE DESIGNED SO AS TO FULFILL VARIATION DUE TO FLEXIBLE SPACE ARRANGEMENTS NECESSITATED BY CHANGING CURRICULA. EXAMPLES OF PERFORMANCE SPECIFICATIONS EXPRESSED IN NUMERICAL QUANTITIES ARE GIVEN. THE TOTAL CONCEPT PROVIDES FOR AN INFINITE VARIETY OF BUILDINGS. THE STRUCTURAL-LIGHTING-CEILING SYSTEM PROVIDES (1) SOURCE OF ILLUMINATION, (2) FINISHED CEILING OR SOFFIT, (3) CEILING SOUND ABSORPTION, (4) SOUND ATTENUATION BETWEEN ROOMS, (5) FIRE PROTECTION FOR THE STEEL STRUCTURE, (6) SUPPORT FOR DEMOUNTABLE PARTITIONS, AND (7) SUPPLY AND RETURN AIR DEVICES. THE UNIT FOLDS FLAT FOR SHIPPING. THIS SYSTEM IS A STRUCTURAL TECHNIQUE FOR SCHOOL BUILDINGS THAT UTILIZES THE INHERENT STRUCTURAL PROPERTIES OF A STEEL ROOF DECK. IT DOES NOT INCLUDE THE EXTERIOR WALLS. CEILING SYSTEM DIAGRAMS ARE PROVIDED. (RK)

ED 014 853 EF 000 420

GREEN, ALAN C. AND OTHERS
FACILITIES FOR EDUCATION IN VA HOSPITALS. FINAL REPORT.

RENNSELAER POLYTECHNIC INST., TROY, N.Y.

PUB DATE JUN 65
EDRS PRICE MF-\$0.75 HC-\$7.16 177P.

DESCRIPTORS *EDUCATIONAL SPECIFICATIONS, *FACILITY GUIDELINES, *HEALTH OCCUPATIONS EDUCATION, *INSTITUTIONAL FACILITIES, BUILDING DESIGN, CASE STUDIES (FACILITIES), EDUCATIONAL ENVIRONMENT, MEDICAL SCHOOLS, NEW YORK, TROY, VETERANS ADMINISTRATION.

THIS STUDY WAS AUTHORIZED BY THE VA DEPARTMENT OF MEDICINE AND SURGERY FOR THE PURPOSE OF IDENTIFYING AND DETERMINING THE FACILITIES NEEDED TO PROPERLY HOUSE AND SUPPORT EDUCATION ACTIVITIES IN EXISTING AND FUTURE VA HOSPITALS AND TO PRODUCE ARCHITECTURAL GUIDANCE IN THE DESIGN OF THE FACILITIES. CURRENT PRACTICES AND SIGNIFICANT TRENDS IN MEDICAL EDUCATION WERE OBSERVED AT THIRTY-FIVE INSTITUTIONS TO DETERMINE THE ROLE OF THESE HOSPITALS IN SUPPORTING EDUCATIONAL PROGRAMS, IDENTIFY ESSENTIAL EDUCATIONAL FACILITIES, AND RECOGNIZE THE SPECIFIC CHARACTER OF VA HOSPITAL FUNCTIONS AND THE NATURE OF ITS POPULATIONS. FROM GENERAL CONSIDERATIONS ON PLANNING AND PROGRAMMING TO MEET EDUCATIONAL NEEDS, ADEQUATE SPACE PROVISION, RECOGNITION OF CHANGING NEEDS AND ENVIRONMENTAL FACTORS, DETAILED DESIGN STUDIES FOR SPECIFIC RECOMMENDED FACILITIES WERE DEVELOPED. EACH DESIGN STUDY EXPLAINS THE INTENDED FUNCTION OF THE FACILITY, AND INCLUDES A DETAILED FUNCTIONAL PROGRAM WITH ASSOCIATED GRAPHICS. TWO CASE STUDIES ARE PRESENTED TO ILLUSTRATE APPLICATION OF THE RECOMMENDATIONS FOR EDUCATIONAL FACILITIES IN PLANNING NEW VA HOSPITALS. THE GENERAL PLANNING PROCEDURES WERE CRITICALLY REVIEWED AND SUGGESTIONS OFFERED FOR POSSIBLE IMPROVEMENT. ALSO INCLUDED ARE SKETCHES FOR ALTERING FOUR EXISTING VA HOSPITALS TO INCOR-

PORATE THE EDUCATIONAL FACILITIES RECOMMENDED. (BH)

ED 014 854 EF 000 421

CAUDILL, WILLIAM W. BELLAMY, CLEON C.

THE DEVELOPMENT OF THE TEACHING SPACE DIVIDER.

CAUDILL, ROWLETT, SCOTT AND ASSOCIATES, BRYAN, TEX

REPORT NUMBER RR-1
PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.
DESCRIPTORS *MOVABLE PARTITIONS, *PREFABRICATION, *SPACE DIVIDERS, *TEACHING METHODS, *VERTICAL WORK SURFACES, CHALKBOARDS, CONSTRUCTION COSTS, DISPLAY PANELS, TACKBOARDS.

TYPES OF VERTICAL WORK SURFACES AND THE DEVELOPMENT OF A MODEL TEACHING SPACE DIVIDER ARE DISCUSSED IN THIS REPORT. THIS DESIGN IS BASED ON THE EXPRESSED NEED FOR MORE TACKBOARD AND SHELVING SPACE, AND FOR MOVABLE PARTITIONS. THE MODEL PANELS WHICH SERVE DIRECTLY AS PARTITIONS RATHER THAN BEING OVERLAID ON A PLASTERED SURFACE, INCLUDE THE FOLLOWING FUNCTIONS: (1) SERVING AS UNITS TO DIVIDE SPACE, (2) SERVING AS VERTICAL WORK SURFACES, AND (3) FACILITATING EASY INTERIOR CHANGES. FOUR TYPES OF SURFACE, PREFABRICATED ON A FOUR BY EIGHT FOOT MODULE, INCLUDE: (1) CHALKBOARD PANELS, PROVIDING A LARGE-SCALE WRITING AND DRAWING SURFACE, (2) DOWEL PANELS, PROVIDING SHELF AND BASEL SPACE, (3) TACKBOARDS, PROVIDING A FULL WALL AREA DISPLAY SPACE, AND (4) PERFORATED PANELS, PROVIDING AN ACOUSTIC AND VERSATILE HANGING SURFACE. PANELS ARE MOUNTED DIRECTLY ON STUDS AND MAY BE DEMOUNTED AND INTERCHANGED AS NEEDED. THIS SOLUTION IS ECONOMICAL AND SAVES OFTEN WASTED WALL SPACE. (DM)

ED 014 855 EF 000 423

CAUDILL, WILLIAM W. BELLAMY, CLEON C.

SPATIAL APPROACH TO PLANNING THE PHYSICAL ENVIRONMENT.

CAUDILL, ROWLETT, SCOTT AND ASSOCIATES, BRYAN, TEX

REPORT NUMBER RR-2
PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.
DESCRIPTORS *BUILDING INNOVATION, *CONTROLLED ENVIRONMENT, *PHYSICAL ENVIRONMENT, *SCHOOL DESIGN, *SPATIAL RELATIONSHIP, ACOUSTICS, CONSTRUCTION COSTS, ENVIRONMENTAL INFLUENCES, HEATING, LIGHTING, PLANNING, TECHNOLOGICAL ADVANCEMENT, VENTILATION.

THE PURPOSE OF THIS REPORT DEFINES THE SPATIAL APPROACH TO PLANNING THE PHYSICAL ENVIRONMENT AND SUGGESTS A MORE NATURAL APPROACH TO A LESS RESTRICTED ARCHITECTURE. ONE OF THE TWO BASIC ARCHITECTURAL ELEMENTS IN THE SPATIAL CONCEPT IS THE HORIZONTAL SCREEN WHICH KEEPS THE SUN AND RAIN OFF, LETS IN LIGHT, KEEPS OUT SUN HEAT, RETAINS ROOM HEAT, AND FRAMES DESIRABLE VIEWS WHILE TAKING ON ANY SHAPE OR POSITION. THE OTHER ELEMENT, THE VERTICAL SCREEN, ACTS AS A WIND BREAK, A SOUND SOURCE, THERMAL SCREEN AND VIEW SCREEN. ARCHITECTS WORK WITH THE FOLLOWING FOUR BASIC SCREEN

TYPES—(1) THE TRANSPARENT SCREEN WHICH CAN SERVE AS A WIND BREAK, SOUND BARRIER, THERMAL SCREEN AND AT THE SAME TIME PERMIT A VIEW, (2) THE TRANSLUCENT SCREEN WHICH PROVIDES THE SAME EFFECTS, PERMITS LIGHT BUT ELIMINATES A VIEW, (3) THE SOLID OR OPAQUE SCREEN WHICH PROVIDES ALL THESE FUNCTIONS EXCEPT THAT IT ELIMINATES BOTH LIGHT AND VIEW, AND (4) THE PIERCED SCREEN WHICH CAN HAVE THE QUALITIES OF OPAQUENESS, TRANSLUCENCY, AND TRANSPARENCY WITH THE ADDED QUALITY OF ALLOWING AIR FLOW. THE SPATIAL APPROACH GIVES THE ARCHITECT THE FREEDOM TO BALANCE THE CONSTRUCTION BUDGET, GIVES THE EDUCATOR THE OPPORTUNITY TO PROVIDE STUDENTS COMFORTABLE AND HIGHLY FUNCTIONAL SPACES FOR LEARNING, AND LEADS TO A NEW TYPE OF UNRESTRICTED ARCHITECTURE THAT IS AS TECHNOLOGICALLY PROGRESSIVE AND INDEPENDENT AS THE CIVILIZATION WHICH IS PRODUCING IT. IN ESSENCE, THE ARCHITECT STARTS WITH ALL NATURE, KEEPING EVERYTHING DESIRABLE—SPACIOUSNESS, VIEW, NATURAL LIGHT, COMFORTING BREEZES—AND ELIMINATES ONLY THE UNDESIRABLE. (RK)

ED 014 856 EF 000 424

RICHARDSON, L.S. CAUDILL, WILLIAM W.
TOWARDS AN ECONOMICAL FLEXIBILITY. CAUDILL, ROWLETT, SCOTT AND ASSOCIATES, BRYAN, TEX
REPORT NUMBER RR-3
PUB DATE 55
EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *AUDITORIUMS, *CONSTRUCTION COSTS, *FLEXIBLE FACILITIES, *SCHOOL EXPANSION, *SPACE DIVIDERS, A/M CONSOLIDATED SCHOOLS, BUILDING DESIGN, CLASSROOM DESIGN, COLLEGE STATION, SCHOOL PLANNING, TEXAS.

AN ARCHITECT AND A SUPERINTENDENT OF SCHOOLS COLLABORATED ON THE DESIGN FOR A HIGH SCHOOL, WHICH STRESSED ECONOMY AND FLEXIBILITY. THEY CONSIDERED THREE ASPECTS OF FLEXIBILITY—(1) EXPANDABILITY, (2) CONVERTIBILITY, AND (3) VERSATILITY. EXPANDABILITY IS DISCUSSED IN TERMS OF SITE SELECTION AND PLANNING. CONVERTIBILITY FEATURES IDENTIFIED INCLUDE MOVABLE SPACE DIVIDERS, EITHER STORAGE UNITS OR TEACHING PANELS, WHICH COULD BE REARRANGED FOR DIFFERENT INSTRUCTION LAYOUTS. VERSATILITY IS INCLUDED IN THE AUDITORIUM DESIGN WHICH INCORPORATES THE BAND ROOM AND ASSEMBLY ROOM, AND USING FOLDING PARTITIONS, PERMITS A NUMBER OF STAGE AND SEATING CONFIGURATIONS. THE AUDITORIUM ALSO FEATURES A CIRCULAR DOMED CONSTRUCTION WHICH HAS ACOUSTIC, ECONOMIC, AND STRUCTURAL ADVANTAGES. SPECIFIC ATTENTION IS GIVEN TO (1) STORAGE LIGHTING, (2) AUDITORIUM SEATING, (3) DOORLESS CLASSROOMS, AND (4) UTILITIES FLEXIBILITY. (DM)

ED 014 857 EF 000 426

ROWLETT, JOHN M. BULLOCK, THOMAS A.
RELATIONSHIP OF COST TO THE GEOMETRY OF A BUILDING. CAUDILL, ROWLETT, SCOTT AND ASSOCIATES, BRYAN, TEX
REPORT NUMBER RR-5
PUB DATE 56
EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *BUILDING DESIGN, *CONSTRUCTION COSTS, *SCHOOL DESIGN, ARCHITECTURE, BUILDINGS, DESIGN, SCHOOL BUILDINGS, SCHOOL CONSTRUCTION.

A SIMPLE BUILDING WITH A MINIMUM NUMBER OF INSIDE AND OUTSIDE CORNERS GIVES THE MAXIMUM AMOUNT OF QUALITY TEACHING SPACE FOR EACH BUILDING DOLLAR. THIS CONCLUSION IS BASED ON ONE ARCHITECTURAL FIRM'S COMPARISON OF TWO SIMILAR SCHOOLS, ONE OF WHICH HAD A MORE COMPLEX PLAN. A COMPARISON OF COSTS, AREAS, PERIMETERS, VOLUMES, NUMBER OF CORNERS, AND NUMBER OF ROOFS IS GIVEN. (JT)

ED 014 858 EF 000 427

CHERRY, RALPH W.
IMPLICATIONS OF CHILD GROWTH AND DEVELOPMENT FOR SCHOOL PLANT DESIGN. CAUDILL, ROWLETT, SCOTT AND ASSOCIATES, BRYAN, TEX
REPORT NUMBER RR-6
PUB DATE 56
EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *CHILD DEVELOPMENT, *CHILDHOOD NEEDS, *INDIVIDUAL NEEDS, *NEEDS, *STUDENT NEEDS, ADOLESCENTS, CRITERIA, DEVELOPMENT, GROWTH PATTERNS, MATURATION, SCHOOL DESIGN.

IT IS THE BELIEF OF SOME THAT SCHOOL PLANTS ARE FOR CHILDREN. TO SERVE AS A STUDY GUIDE FOR IMPLEMENTATION OF THIS BELIEF, THIS PAPER PRESENTS PRINCIPLES, NEEDS OF CHILDREN, AND A LIST OF SUGGESTED READING. BASIC PRINCIPLES DISCUSSED ARE: (1) DEVELOPMENT IS A PRODUCT OF TWO FACTORS—LEARNING AND GROWTH, (2) HUMAN GROWTH AND DEVELOPMENT FOLLOW AN ORDERLY PATTERN, (3) INDIVIDUALS DIFFER IN RATE, PATTERN, AND ULTIMATE LEVEL OF DEVELOPMENT, AND (4) ALL ASPECTS OF GROWTH AND DEVELOPMENT ARE INTERRELATED. A LIST OF CHARACTERISTICS AND NEEDS PECULIAR TO PRIMARY, PRE-ADOLESCENT, AND ADOLESCENT STUDENTS AND A SET OF NEEDS COMMON TO ALL CHILDREN ARE GIVEN. (JT)

ED 014 859 EF 000 430

CAUDILL, WILLIAM W. BULLOCK, THOMAS A.
BARRIERS AND BREAKTHROUGHS. CAUDILL, ROWLETT, SCOTT AND ASSOCIATES, BRYAN, TEX
REPORT NUMBER RR-9
PUB DATE 57
EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *BUILDING DESIGN, *PHYSICAL FACILITIES, *SCHOOL DESIGN, CLASSROOM FURNITURE, CONSTRUCTION COSTS, EDUCATIONAL EQUIPMENT, LIGHTING, PREFABRICATION, SCHOOL ARCHITECTURE, SCHOOL SIZE.

THERE ARE MANY BARRIERS TO MORE EFFECTIVE SCHOOL ARCHITECTURE SUCH AS (1) ARCHITECTURAL AND EDUCATIONAL PREJUDICE, (2) OBSOLETE CODES, (3) BUILDING COMPLEXITY, AND (4) STATIC THINKING. HOWEVER, THERE HAVE BEEN MANY DEVELOPMENTS IN (1) GROUP PLANNING, (2) LEARNING WALLS AND SPACE DIVIDERS, (3) STUDENT CENTERS, (4) LANDSCAPING, AND (5) HUMANISTIC ARCHITECTURE WHICH TEND TO OFFSET THESE BARRIERS. (JT)

ED 014 860 EF 000 434

KRENITSKY, MICHAEL V.
APPROACH TO A UNIVERSITY LIBRARY DESIGN. CAUDILL, ROWLETT, SCOTT AND ASSOCIATES, BRYAN, TEX
REPORT NUMBER RR-13
PUB DATE 58
EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *LIBRARY SERVICES, *LIBRARY STANDARDS, *PHYSICAL DESIGN NEEDS, *SPACE UTILIZATION, *UNIVERSITY LIBRARIES, AUDIOVISUAL INSTRUCTION, CONTROLLED ENVIRONMENT, EDUCATIONAL PHILOSOPHY, FLEXIBLE FACILITIES, PLANNING, SPATIAL RELATIONSHIP.

THIS REPORT DISCUSSES THE CONSIDERATIONS INVOLVED IN THE DESIGN OF A UNIVERSITY LIBRARY SHOWING HOW ONE FIRM IN COMPETITION APPROACHED THE PROBLEM ON A PREDETERMINED SITE. CONSIDERATIONS ARE (1) DEFINITION OF THE EDUCATIONAL AIMS AND PHILOSOPHY OF THE INSTITUTION, (2) RELATING THE FUNCTIONS OF TEACHING AND RESEARCH PROGRAMS TO THE LIBRARY, (3) PRESCRIBING THAT FORM FOLLOWS FUNCTION, AND (4) ANALYZING ALL THE ACTIVITIES USING SPACE. THE PROCEDURE IS TO (1) SURVEY THE LITERATURE, (2) DEFINE THE PLACE OF THE LIBRARY IN THE UNIVERSITY, (3) INSPECT NEW LIBRARY FACILITIES, (4) BECOME FAMILIAR WITH SPECIAL SITE PROBLEMS, AND (5) DEVELOP PREMISES FOR PLANNING A UNIVERSITY LIBRARY. THE REPORT PRESENTS IN DETAIL THE CHARACTERISTICS OF THE LIBRARY WHICH ARE ITS FUNCTIONS, CLIENTELE, AND OPERATIONS. EDUCATIONAL EFFICIENCY IS DISCUSSED WITH REGARDS TO (1) OPEN SHELVES, (2) LABORATORY SITUATIONS, (3) AUDIO-VISUAL SERVICES, (4) DIVISIONAL ORGANIZATION OF COLLECTION, (5) GENERAL EDUCATION PROVISIONS, AND (6) FUNCTIONAL BUILDINGS. SITE CONSIDERATIONS AND PREMISES FOR FUNCTIONAL PLANNING ARE DESCRIBED. THEIR SOLUTION CENTERED AROUND (1) THE SERVICE AREA, (2) CONTROLS, (3) STACK AREA, (4) PROVISION FOR UNDERGRADUATES, AND (5) FLEXIBILITY. INCLUDED IS A LIST OF SELECTED REFERENCES ALONG WITH DIAGRAMS, SKETCHES, AND CHARTS. (RK)

ED 014 861 EF 000 447

WILLIAMS, PHILIP C.
COMMUNICATIONS IN CAMPUS PLANNING. PUB DATE MAY 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMMUNICATION (THOUGHT TRANSFER), *CONCEPTUAL SCHEMES, *COOPERATIVE PLANNING, *HIGHER EDUCATION, *PROGRAM PLANNING, AMERICAN SCHOOL AND UNIVERSITY, CAMPUS PLANNING, DESIGN, MASTER PLANS, MATHEMATICAL MODELS, PLANNING MEETINGS, PROGRAM COSTS, PROGRAM DESIGN.

THIS DISCUSSION OF CAMPUS PLANNING IS BOTH A PLEA AND A PLAN FOR THE IMPROVEMENT OF COMMUNICATION BETWEEN EDUCATORS AND ARCHITECTS INVOLVED IN THE DEVELOPMENT AND IMPLEMENTATION OF CAMPUS PLANNING. CAMPUS PLANNING IS DEFINED AS A SYNTHESIS OF EDUCATIONAL, PHYSICAL AND FISCAL PLANNING. THE FACTORS INVOLVED IN A SUCCESSFUL APPROACH ARE PROGRAM, DESIGN, COST AND TIME FROM THE VIEWPOINT OF EDUCATOR AND ARCHITECT. COMMUNICATION IS IMPROVED BY THE AID OF WORDS, GRAPHICS AND COMPUTER.

CHARACTERISTICS OF PARTICULAR INSTITUTIONS ARE CITED AS ILLUSTRATIONS OF THE CONCEPTS DISCUSSED. THIS ARTICLE APPEARS IN AMERICAN SCHOOL AND UNIVERSITY, VOL. 38, NO. 9, MAY 1966. COPIES MAY BE OBTAINED FROM ARNOLD M. BLOOM, EDITOR, AMERICAN SCHOOL AND UNIVERSITY, BUTTENHEIM PUBLISHING CORPORATION, NEW YORK, N.Y. (HH)

ED 014 862 EF 000 461

GEORGE, N.L. GILLILAND, LONNIE, SR. QUESTION-WHAT MAKES A SCHOOL SITE SAFE. ANSWER-DEFINITE PLANNING. ASSOCIATION OF SCHOOL BUSINESS OFFICIALS, CHICAGO

REPORT NUMBER VOL-32-NO-4

PUB DATE APR 66

DOCUMENT NOT AVAILABLE FROM EDRS. DESCRIPTORS *PARKING AREAS, *SCHOOL LOCATION, *STUDENT TRANSPORTATION, *TRAFFIC REGULATION, *TRAFFIC SAFETY, *PARENT SCHOOL RELATIONSHIP, *PLAYGROUNDS, *SCHOOL PLANNING, *STANDARDS, *STUDENT LOADING AREAS.

TWO STAFF MEMBERS FROM A SYSTEM OF PUBLIC SCHOOLS, THE ASSISTANT SUPERINTENDENT, AND THE DIRECTOR OF SAFETY EDUCATION DISCUSSED THE PROBLEMS OF TRAFFIC SAFETY ON AND AROUND THE SCHOOL SITE. FACTORS WHICH WERE CONSIDERED INCLUDE-(1) SCHOOL SITE AND BUILDING LOCATION, (2) SAFETY REQUIREMENTS, PRACTICES AND PRINCIPLES, (3) SIDEWALK DESIGN AND LOCATION, (4) PARKING AND DRIVEWAYS, (5) FENCING, AND (6) PARENT EDUCATION. SPECIFIC RECOMMENDATIONS INCLUDED (1) LOCATING THE BUILDING ON A CORNER OF THE SITE, (2) LIMITING ACCESS TO TWO SIDES OF THE SITE, (3) REGULATING STREET PARKING AND CROSSWALKS, (4) SEPARATING PEDESTRIAN AND VEHICULAR TRAFFIC, (5) FORMULAS FOR DETERMINING FACULTY AND STUDENT PARKING NEEDS, AND (6) PROVIDING PARENTS WITH THE TRAFFIC PLAN. THIS DOCUMENT IS AVAILABLE FROM THE ASSOCIATION OF SCHOOL BUSINESS OFFICIALS OF THE UNITED STATES AND CANADA, CHICAGO, ILLINOIS. (DM)

ED 014 863 EF 000 480

BOND ISSUE-WHAT SHALL WE DO. TECHNIQUES USED IN PROMOTING SCHOOL BOND ELECTIONS.

TEXAS EDUCATION AGENCY, AUSTIN

PUB DATE MAR 66

EDRS PRICE MF-\$0.50 HC-\$3.68 90P.

DESCRIPTORS *BOND ISSUES, *EDUCATIONAL FINANCE, *FINANCIAL SUPPORT, *PUBLIC RELATIONS, *PUBLIC SUPPORT, *SCHOOL SUPPORT, TEXAS.

THIS REPORT OUTLINES SUGGESTIONS FOR CONDUCTING SCHOOL BOND CAMPAIGNS. ONE OF THE FIRST STEPS AN ADMINISTRATOR SHOULD TAKE IS TO EVALUATE THE FACTORS IMPORTANT TO THE SELLING OF BONDS-STIMULATE INTEREST IN INVESTMENT DEALERS THEREBY INCREASING COMPETITION FOR BONDS, PREPARE A COMPLETE ACCURATE PROSPECTUS, CIRCULATE THE PROSPECTUS AMONG BOND DEALERS, ANSWER ALL INQUIRIES PROMPTLY AND ACCURATELY, IF NOT RATED, INVESTIGATE THE POSSIBILITY OF BECOMING RATED. ANOTHER PRE-CAMPAIGN MEASURE IS TO ESTABLISH LINES OF COMMUNICATION FOR DISSEMINATING INFORMATION TO THE PUBLIC. MASS

MEDIA, PUBLIC SPEAKERS, AND CITIZENS COMMITTEES UTILIZING GRAPHS, CHARTS, ETC. MAY BE USED TO CARRY THE CAMPAIGN TO THE PUBLIC. A PUBLIC RELATION PROGRAM IS SUGGESTED AS A MEANS FOR STIMULATING COMMUNITY ACTION. SAMPLES OF SPEECHES, BROCHURES, GRAPHS, BLUEPRINTS, FINANCIAL REPORTS AND OTHER CAMPAIGN MATERIALS ARE CITED IN THE REPORT. (GM)

ED 014 864

BRUNING, WALTER F.

THE SCHOOL SITE-ITS SELECTION, ANALYSIS, DEVELOPMENT AND MAINTENANCE.

PUB DATE FEB 66

EDRS PRICE MF-\$0.25 HC-\$1.32 31P.

DESCRIPTORS *SCHOOL LOCATION, *SCHOOL SITE, *SITE DEVELOPMENT, WISCONSIN.

SCHOOL ADMINISTRATORS AND COMMUNITY PLANNERS CAN AID THE SCHOOL SITE SELECTION PROCESS BY WORKING TOGETHER ON A COMMUNITY MASTER PLAN. MANY COMMUNITIES HAVE DEVELOPED SUCH A PLAN UNDER THE STATE AND FEDERALLY AIDED 701 PROGRAM. SOUND SITE SELECTION PRINCIPLES REQUIRE CONSIDERATION OF OTHER FACTORS THAN STUDENT POPULATION DISTRIBUTION. IDEALLY LOCATED, EASY TO DEVELOP SITES WITHIN EASY REACH OF UTILITIES SHOULD BE CHOSEN. CAREFUL STUDY SHOULD BE MADE OF ALTERNATE SITES. TO ASSIST IN THE SELECTION PROCESS, A SITE PLANNER SHOULD BE EMPLOYED. WHEN A SITE IS FINALLY CHOSEN, DETAILED MAPS SHOULD BE OBTAINED. PERSONAL SURVEYS SHOULD BE MADE, AND A PRELIMINARY SITE STUDY BY AN ENGINEER SHOULD BE MADE. SITE DEVELOPMENT INVOLVES PLANNING FOR THREE BASIC AREAS, THE APPROACH AREA, THE SERVICE AREAS, AND THE OUTDOOR LIVING AREAS. LANDSCAPE MATERIALS USED IN DEVELOPMENT CONSIST OF INVISIBLE AND VISIBLE MATERIALS. QUALITY PRODUCTS SHOULD BE USED IN THE INVISIBLE MATERIALS BECAUSE LATER PROBLEMS CAN BE AVOIDED. VISIBLE MATERIALS INCLUDE SUCH ITEMS AS SIDEWALKS, ROADS, TERRACES, TREES, SHRUBS, AND LAWN AREAS. ONCE INSTALLATION IS COMPLETE, PROVISION MUST BE MADE FOR MAINTENANCE. TIME AND COST EFFICIENCY SHOULD BE THE MAIN OBJECTIVES OF SUCH A PROGRAM. (RH)

ED 014 865

BERGQUIST, ROBERT

A SCHOOL FOR ALL SEASONS.

STANFORD UNIV., CALIF., SCHOOL PLANNING LAB.

REPORT NUMBER SR-VOL-1-NO-24

PUB DATE JUN 66

EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *CONTROLLED ENVIRONMENT, *EDUCATIONAL CHANGE, *FLEXIBLE FACILITIES, *SPACE UTILIZATION, *WINDOWLESS ROOMS, *CURRICULUM DEVELOPMENT, *ECONOMICS, *EQUIPMENT, *FLEXIBLE SCHEDULING, *INTERIOR SPACE, *LIGHTING, *MOVABLE PARTITIONS, *SCHOOL CONSTRUCTION, *THERMAL ENVIRONMENT.

THIS REPORT DESCRIBES A HIGH SCHOOL IN CALIFORNIA INCORPORATING FLEXIBILITY TO ACCOMMODATE ALMOST ANY FORESEEABLE EDUCATIONAL CHANGE. STUDENTS MOVE IN THE MIST OF A COMPACT ENVIRONMENT IN WHICH

ALMOST EVERY SQUARE FOOT OF SPACE IS USABLE ACADEMIC SPACE. EACH DEPARTMENT SUBCOURT COMPLEX IS SITUATED SO AS TO BRING ALL STUDENTS INTO SOME CONTACT WITH ALL THE ACADEMIC DISCIPLINES SOMETIME DURING THE COURSE OF EACH DAY. THE NEARLY 2.5 MILLION CU. FT. INTERIOR IS CLOSED OFF FROM THE OUTSIDE BY SOLID WALL. SKYLIGHTS, A PROFUSION OF PLANTINGS, AND CO-ORDINATED COLORS WITH COLOR ACCENTS ATTEMPT TO PROVIDE A BUILT-IN OUTDOOR ENVIRONMENT. THE STRUCTURAL FRAME IS A REINFORCED PRESTRESSED CONCRETE. A 5-FOOT GRID IS THE BASIC MODULE USED THROUGHOUT THE BUILDING. ALL INTERIOR WALLS ARE NON-LOAD BEARING AND MADE UP OF DEMOUNTABLE DOUBLE STEEL PANELS. THE WALLS ARE INSTALLED UNDER A SUSPENDED CEILING PLENUM WHICH HOUSES THE UTILITIES AND ELECTRICAL WIRING. ACCORDION AND FOLDING WALLS ADD INSTANT FLEXIBILITY TO THE ARRANGEMENT POTENTIAL OFFERED BY THE DEMOUNTABLE STEEL PANELS. TEMPERATURE CONTROL IS ACHIEVED WITHOUT A CENTRAL HEATING SYSTEM. A FEW ELECTRICAL HEATING PANELS ARE SPOTTED IN CRITICAL AREAS. THE PRINCIPAL SOURCE OF HEAT DERIVES FROM THE BODY TEMPERATURE OF THE BUILDING INHABITANTS AND THE LIGHTING. CARPETING IS AN ESSENTIAL FEATURE OF THE OPEN PLAN CONCEPT. THE POTENTIAL OFFERED BY THIS FACILITY FOR FLEXIBLE SCHEDULING AND CURRICULUM EXPERIMENTATION IS ALMOST LIMITLESS. THE REPORT INCLUDES BUILDING AND CARPETING COSTS, PHOTOGRAPHS, AND FLOOR PLAN. (RK)

ED 014 866

DRAKE, THELBERT L.

A STUDY OF THE EDUCATIONAL AND EXPERIENTIAL BACKGROUNDS AND PRESENT POSITIONS OF SCHOOL PLANT SPECIALISTS.

MICHIGAN ST. UNIV., EAST LANSING, COLL. OF EDUC.

PUB DATE 65

EDRS PRICE MF-\$0.50 HC-\$4.96 122P.

DESCRIPTORS *CAREERS, *EDUCATIONAL BACKGROUND, *EDUCATIONAL EXPERIENCE, *EDUCATIONAL RESEARCH, *PLANNING, *SPECIALISTS, *CAREER PLANNING, MICHIGAN, *SCHOOL PLANNING.

THIS DOCUMENT REPORTS ON INVESTIGATION OF SCHOOL PLANT SPECIALISTS' EDUCATIONAL AND EXPERIENTIAL BACKGROUNDS AND POSITIONS. THE STUDY CONVEYS BIOGRAPHICAL DATA ON AGE, SEX, ENTRY TO THE SPECIALIST FIELDS, CERTIFICATION, AND MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS. THE STUDY SURVEYS THE SPECIALISTS' MAJORS AND MINORS, THE HIGHEST DEGREE, UNDERGRADUATE AND GRADUATE WORK, SCHOOL PLANT AND RELATED COURSES TAKEN, INSTITUTIONS GRANTING HIGHEST DEGREE, AND FORMAL EDUCATIONAL EXPERIENCES. EXPERIENTIAL DATA SHOWS PREVIOUS PROFESSIONAL EXPERIENCE AND TASKS IN THE SPECIALISTS' PRESENT POSITIONS. THE ANALYSES OF THE SPECIALISTS' TASKS ARE INDICATED AS THEY ARE RELATED TO THE HIRING INSTITUTION. A REVIEW OF THE LITERATURE ON THE SCHOOL PLANT SPECIALIST IS GIVEN. (GM)

ED 014 867

FINSTAD, ALLAN

EF 000 630

EF 000 633

SPECTRUM OF ELECTRONIC TEACHING AIDS IN EDUCATION-FUNCTIONS, FACILITIES, BUDGETS.

STANFORD UNIV., CALIF., SCHOOL PLANNING LAB.

EDUCATIONAL FACILITIES LABS. INC., NEW YORK, N.Y.

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$1.28 30P.

DESCRIPTORS *AUDIO EQUIPMENT, *AUDIO VIDEO LABORATORIES, *ELECTROMECHANICAL AIDS, *ELECTRONIC EQUIPMENT, *TELEVISION, AUDIO ACTIVE LABORATORIES, EDUCATIONAL TELEVISION, EFL, ELECTRONIC CLASSROOMS, INSTRUCTIONAL MEDIA, INSTRUCTIONAL TELEVISION, LANGUAGE LABORATORIES, LANGUAGE LABORATORY EQUIPMENT, SPL, TAPE RECORDERS, TELEvised INSTRUCTION, VIDEO TAPE RECORDINGS.

THIS REPORT PRESENTS A BRIEF, NON-TECHNICAL, PICTORIAL OVERVIEW OF THE EDUCATIONAL POTENTIAL AND APPROXIMATE COST TO CERTAIN CONFIGURATIONS OF ELECTRONIC AUDIO, AUDIO-VISUAL, AND TELEVISION TEACHING SYSTEMS. EQUIPMENT IS CATEGORIZED ACCORDING TO THE EXTENT TO WHICH PROGRESSIVE MODES OF LEARNING ARE SERVED, THE NATURE AND COMPLEXITY OF THE HARDWARE AND SYSTEMS, AND THE ESTIMATED BUDGET REQUIRED TO ACHIEVE A GIVEN SYSTEMS CONFIGURATION. PROGRESSIVELY MORE COMPLEX INSTALLATIONS ARE BRIEFLY DESCRIBED FOR EACH OF THE THREE SYSTEMS. SCHOOL ADMINISTRATORS AND STAFF MEMBERS CAN MORE EASILY VISUALIZE THE OVERALL SPECTRUM OF ELECTRONIC TEACHING SYSTEMS IN GRADATION OF FUNCTION AND COST THROUGH USE OF THIS BOOKLET. PICTURES, DIAGRAMS, AND ROOM LAYOUTS ARE PRESENTED FOR EACH GRADE OF SYSTEM SUGGESTED. INCLUDED IN THE ELECTRONIC DEVICES PRESENTED ARE TAPE RECORDERS, DICTATION LABORATORIES, LIBRARY LISTENING FACILITIES, LANGUAGE LABORATORIES, PROJECTION DEVICES, CLASSROOM COMMUNICATORS, MULTI-MEDIA LABORATORIES, AND TELEVISION SYSTEMS. (RH)

ED 014 868

EF 000 635

WEINSTEIN, RUTH

SPACE AND DOLLARS-AN URBAN UNIVERSITY EXPANDS. CASE STUDIES OF EDUCATIONAL FACILITIES, NUMBER 2.

EDUCATIONAL FACILITIES LABS. INC., NEW YORK, N.Y.

PUB DATE 61

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CASE STUDIES (FACILITIES), *COLLEGE PLANNING, *FACILITY REQUIREMENTS, *FEASIBILITY STUDIES, *URBAN UNIVERSITIES, BUILDING CONVERSION, COLLEGE BUILDINGS, DREXEL INSTITUTE OF TECHNOLOGY, FACILITY EXPANSION, FACILITY UTILIZATION, MASTER PLANS, PA, PARKING AREAS, PHILADELPHIA.

USING DREXEL INSTITUTE OF PHILADELPHIA AS A CASE STUDY, EDUCATIONAL FACILITIES LABORATORIES INVESTIGATED SIX AREAS OF INQUIRY FACING AN URBAN UNIVERSITY CONTEMPLATING EXPANSION-(1) THE ECONOMICS OF THE HIGH-RISE BUILDING, (2) THE ECONOMICS OF CONSTRUCTING LOW BUILDING UNITS WHICH CAN BE VERTICALLY EXPANDED AT A LATER DATE, (3) THE CONVERSION OF INDUSTRIAL BUILDINGS TO EDUCATIONAL USE, (4) THE PARKING PROBLEM, (5) ARRANGEMENT AND USE OF SPACE TO ACHIEVE HIGH UTILIZATION, AND (6) THE DETERMINATION OF FU-

TURE SPACE REQUIREMENTS. THE FINDINGS WERE-(1) THE RELATIONSHIP BETWEEN THE COST OF THE LAND AND THE COST OF VERTICAL TRANSPORTATION IS THE PRIMARY CONSIDERATION OF THE PRACTICALITY OF A HIGH RISE, \$9.50 PER SQUARE FOOT BEING THE EQUIVALENT FIGURE, (2) CONSTRUCTING A LOW BUILDING TO PROVIDE FOR FUTURE VERTICAL EXPANSION IS PRACTICAL EXCEPT WHERE PROHIBITIVE SOIL CONDITIONS EXIST, (3) ECONOMICS OF TIME AND MONEY ARE ACHIEVED IN CONVERSION OF AN INDUSTRIAL BUILDING TO ACADEMIC USE IF THE LOCATION IS GOOD, (4) A MULTIPLE-STORY OPEN AIR PARKING GARAGE IS ECONOMICALLY FEASIBLE WHEN LAND IS MORE EXPENSIVE THAN \$6 PER SQUARE FOOT, (5) COMPACTNESS IS THE KEY TO HIGH FACILITY UTILIZATION, AND (6) A MASTER PLAN IS NEEDED TO PREDICT FUTURE ENROLLMENT AND ITS ENSUING EFFECT UPON CLASSROOM, LABORATORY AND OFFICE SPACE. AN APPENDIX INCLUDES FORMS FOR GATHERING UTILIZATION AND PREDICTIVE DATA. THIS DOCUMENT IS AVAILABLE FROM EDUCATIONAL FACILITIES LABORATORIES, INC., 477 MADISON AVENUE, NEW YORK 22, NEW YORK. (JP)

ED 014 869

EF 000 885

PLANNING GUIDELINES FOR CONSTRUCTION OF FACILITIES AT THE STATE-SUPPORTED COLLEGES AND UNIVERSITIES IN COLORADO.

ASSOCIATION OF STATE INST. OF HIGHER EDUC. IN COLO.

PUB DATE DEC 63

EDRS PRICE MF-\$0.25 HC-\$1.88 45P.

DESCRIPTORS *COLLEGE BUILDINGS, *COLLEGE PLANNING, *CONSTRUCTION NEEDS, *FACILITY GUIDELINES, *FACILITY UTILIZATION, LIBRARIES, MASTER PLANS, PHYSICAL FACILITIES, RESEARCH UTILIZATION, SCIENCE FACILITIES.

GUIDELINES ARE PRESENTED TO INSURE UNIFORM PLANNING AT THE EIGHT STATE-SUPPORTED INSTITUTIONS OF HIGHER LEARNING IN COLORADO. TWO PLANNING CONSULTANT FIRMS SUBMITTED UTILIZATION CRITERIA AND SQUARE FOOTAGE CRITERIA WHICH WERE USED TO DEVELOP STANDARDS FOR PLANNING IN THE STATE INSTITUTIONS. STANDARDS WERE SET FOR (1) CLASSROOM UTILIZATION, (2) ALLOCATION OF SPACE, (3) STATIONS BY ROOM TYPE, (4) LABORATORY UTILIZATION, (5) RATIO OF OFFICE SERVICE SPACE TO PRIMARY SPACE, (6) SPACE FOR RESEARCH UTILIZATION, (7) LIBRARY FACILITIES, AND (8) PHYSICAL EDUCATION FACILITIES. THE SUGGESTED STANDARDS ARE PRESENTED IN TABLES. (HH)

ED 014 870

EF 000 887

DOBER, RICHARD P.

THE NEW CAMPUS IN BRITAIN-IDEAS OF CONSEQUENCE FOR THE UNITED STATES.

EDUCATIONAL FACILITIES LABS. INC., NEW YORK, N.Y.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BUILDING DESIGN, *CAMPUS PLANNING, *COLLEGE PLANNING, *EDUCATIONAL ENVIRONMENT, *MASTER PLANS, EDUCATIONAL FACILITIES, INSTITUTIONAL ENVIRONMENT, STUDENT ENROLLMENT.

A REVOLUTION IN PLANNING WAS TRIGGERED BY A REPORT OF THE SPECIAL COMMITTEE ON EDUCATION WHICH INVESTIGATED THE AVAILABILITY OF

PLACES IN RELATION TO STUDENT ENROLLMENT PROJECTION. SIX NEW UNIVERSITIES WERE CONSTRUCTED AS A RESULT WITH AN EMPHASIS ON DESIGN. THE DESIGN WAS DEVELOPED TO HELP SOLVE THE DILEMMA OF "BELONGING" AT LARGE INSTITUTIONS. THIS WAS DONE BY DEVELOPMENT OF THE CONCEPT OF A CONTINUOUS TEACHING ENVIRONMENT. THIS CONCEPT DESCRIBES A PHYSICAL FORM THAT PRESERVES COMMUNICATION AND CONTACT BETWEEN ALL PARTS OF THE INSTITUTION WHILE ALLOWING EXTERNAL ACCRETION AND INTERNAL CHANGE. ITS ESSENTIAL FEATURES ARE GEARED TO-(1) CONFORMITY WITH EDUCATIONAL PHILOSOPHY OF MAXIMUM INTERDISCIPLINARY CONTACT, (2) INTEGRATION OF LIVING AND WORKING AREAS, (3) SEPARATION OF VEHICULAR AND PEDESTRIAN WAYS, (4) LARGELY SELF-SUFFICIENT URBAN COMMUNITY, (5) OPTIMUM CONTRAST BETWEEN DEVELOPMENT AND SURROUNDING SITE, (6) A 24-HOUR UNIVERSITY, AND (7) OPPORTUNITY OF LIMITLESS EXPANSION. PHOTOGRAPHS AND DIAGRAMS ILLUSTRATE THIS CONCEPT IN THE CASE OF EACH OF THE SIX INSTITUTIONS. THIS DOCUMENT IS AVAILABLE FROM EDUCATIONAL FACILITIES LABORATORIES, INC., 477 MADISON AVENUE, NEW YORK, NEW YORK 10022. (HH)

ED 014 871

EM 000 507

CARPENTER, C.R. GREENHILL, L.P.

AN INVESTIGATION OF CLOSED-CIRCUIT TELEVISION FOR TEACHING UNIVERSITY COURSES. INSTRUCTIONAL TELEVISION RESEARCH, REPORT NUMBER TWO.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

PUB DATE 58

EDRS PRICE MF-\$0.50 HC-\$4.72 116P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *ATTITUDES, *CLOSED CIRCUIT TELEVISION, *COLLEGE INSTRUCTION, *INSTRUCTIONAL TELEVISION, FEASIBILITY STUDIES.

WHILE FOCUSING ON THE POTENTIALITIES AND LIMITATIONS OF CLOSED-CIRCUIT TV TO IMPROVE BOTH TEACHING AND LEARNING, GOAL OF THIS STUDY IS TO PROVIDE FACTUAL EVIDENCE TO AID EDUCATIONAL INSTITUTIONS IN DECISION-MAKING. 12 SPECIFIC PROJECT OBJECTIVES, INCLUDING STUDY OF CLASS SIZE, TYPE OF COURSE, LOW COST TV SYSTEMS, FACULTY ACCEPTANCE OF TV, AND INSTRUCTIONAL METHODS ARE LISTED. EXPERIMENTS COMPREHENSIVELY COVERING POSSIBLE VARIABLES WERE CONDUCTED IN OVER 70 COURSES WHOSE TEACHERS VOLUNTEERED THEM FOR STUDY. 4 PROBLEM AREAS WERE INVESTIGATED AND STUDENTS WERE RANDOMLY ASSIGNED TO ALL TREATMENT GROUPS. FIRST, STUDIES OF THE COMPARATIVE EFFECTIVENESS OF CONVENTIONAL AND TELEvised INSTRUCTION, EVEN THOUGH CAREFULLY DESIGNED TO CONTROL VARIABLES SUCH AS INSTRUCTOR, ENVIRONMENT, TECHNIQUE AND COURSE TOPIC, YIELDED NON-SIGNIFICANT DIFFERENCES IN STUDENTS' ACHIEVEMENT SCORES. USING THE SAME STATISTICAL PROCEDURES (ANALYSIS OF VARIANCE AND COVARIANCE), EXPERIMENTS INVESTIGATING DISTANCE FROM TV, CLASS SIZE, CLASS COMPOSITION, AND CLASSROOM SUPERVISION ALSO YIELDED NON-SIGNIFICANT DIFFERENCES. PROBLEM AREA 2, APPROPRIATENESS OF TV FOR UNIVERSITY TEACHING, EMPHASIZED THE WIDE RANGE OF USES OF CLOSED-CIRCUIT TV. STUDIES OF ACCEPTANCE, AREA 3, PROBED FACULTY, STUDENT, AND OB-

SERVER ATTITUDES THROUGH BEHAVIOR QUESTIONNAIRES AND BEHAVIORAL CHOICE TECHNIQUES. FINALLY, A SECTION ON FEASIBILITY CONCLUDES THAT IT IS PRACTICAL TO OPERATE CLOSED-CIRCUIT SYSTEMS WITH REGULAR UNIVERSITY PERSONNEL. (LH)

ED 014 872 **EM 003 455**
TELEVISION AND EDUCATION, A BIBLIOGRAPHY.
TELEVISION INFORMATION OFFICE, NEW YORK, N.Y.
PUB DATE DEC 60
EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *BIBLIOGRAPHIES, *COLLEGES, *EDUCATIONAL TELEVISION, *INSTRUCTIONAL TELEVISION, *SCHOOLS, BROADCAST TELEVISION, CLOSED CIRCUIT TELEVISION, UNIVERSITIES.

THIS PARTIALLY ANNOTATED BIBLIOGRAPHY LISTS PUBLICATIONS RELATED TO EDUCATIONAL AND INSTRUCTIONAL TELEVISION. (MS)

ED 014 873 **EM 004 002**
PRICE, JOHN F.
TELEVISION FACILITIES IN HIGHER EDUCATION IN NEW YORK STATE.
NEW YORK STATE EDUCATION DEPT., ALBANY
PUB DATE 65
EDRS PRICE MF-\$0.25 HC-\$2.36 57P.

DESCRIPTORS *BROADCAST TELEVISION, *CLOSED CIRCUIT TELEVISION, *EDUCATIONAL TELEVISION, *HIGHER EDUCATION, *INSTRUCTIONAL TELEVISION, COLLEGES, NEW YORK STATE, STATE SURVEYS, UNIVERSITIES.

THIS SURVEY WAS COMPILED AS A STATUS REPORT ON THE DEVELOPMENT OF TELEVISION FACILITIES IN INSTITUTIONS OF HIGHER LEARNING IN NEW YORK STATE. NEW OR UPDATED INFORMATION WAS RECEIVED FROM 148 NEW YORK INSTITUTIONS. 32 PERCENT REPORTED USING INSTRUCTIONAL TELEVISION ON THEIR CAMPUSES. 45 PERCENT OF THE REMAINING INSTITUTIONS ANTICIPATED USING TELEVISION IN THE FUTURE. IT WAS CONCLUDED THAT INSTITUTIONS OF HIGHER LEARNING HAVE BEGUN TO CONSIDER TELEVISION A NECESSITY IN THE INSTRUCTIONAL PROCESS. (MS)

ED 014 874 **64** **EM 004 006**
RYANS, D. AND OTHERS
REPORT OF CONFERENCE ASSEMBLED TO CONSIDER RECOMMENDATIONS RELATIVE TO A POSSIBLE REVIEW AND ASSESSMENT OF RESEARCH AND DISSEMINATION PROJECTS CONDUCTED UNDER TITLE VII OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958.

SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER TM-L-660
REPORT NUMBER NDEA-VIIB-216A
PUB DATE 20 NOV 61
CONTRACT OEC-2-16-002
EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *CONFERENCES, *COSTS, *EDUCATIONAL RESEARCH, *FEDERAL PROGRAMS, *PROGRAM EVALUATION, EDUCATIONAL TRENDS, INFORMATION DISSEMINATION.

THIS REPORT SUMMARIZES THE RECOMMENDATIONS OF A CONFERENCE WHICH MET TO CONSIDER WHETHER THE U.S. OFFICE OF EDUCATION SHOULD UNDERTAKE AN ASSESSMENT OF THE IMPACT OF ITS TITLE VII PROGRAM ON AM-

ERICAN EDUCATION. IT IS RECOMMENDED THAT SUCH AN EFFORT INCLUDE AN OVERVIEW OF THE ENTIRE FIELD OF EDUCATION, WITH FOCUS ON THE FIELD OF EDUCATIONAL MEDIA. TO BE OF MAXIMUM VALUE, THE ASSESSMENT SHOULD BE COMPLETED AS QUICKLY AS POSSIBLE. A PROPOSED STUDY IS OUTLINED IN 2 PARTS. THE FIRST PART SUGGESTS WORK TO BE DONE: (1) AN OVERVIEW OF EDUCATION, WITH RECOMMENDATIONS FOR FUTURE DEVELOPMENTS, (2) AN ANALYSIS OF THE CURRENT STATUS OF EDUCATIONAL MEDIA, AND (3) AN ANALYSIS OF TITLE VII RESEARCH AND DISSEMINATION PROJECTS. THE SECOND PART GIVES THE ESTIMATED COSTS OF THE STUDY. (MS)

ED 014 875 **EM 004 007**
CAMPBELL, VINCENT N.
SELF-DIRECTION AND PROGRAMED INSTRUCTION FOR FIVE DIFFERENT TYPES OF LEARNING OBJECTIVES. FINAL TECHNICAL REPORT.

AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-D10-12-63-TR-B
PUB DATE DEC 63
GRANT OEG-7-48-0000-183
EDRS PRICE MF-\$0.25 HC-\$1.00 25P.

DESCRIPTORS *FEASIBILITY STUDIES, *INDEPENDENT STUDY, *LEARNING ACTIVITIES, *LEARNING MOTIVATION, *MODELS.

THIS DOCUMENT TRACES RESULTS OF EXPLORATORY STUDIES IN SELF-DIRECTED (SD) LEARNING OF 5 TYPICAL LEARNING TASKS. GOAL WAS TO ASCERTAIN KINDS OF LEARNING SITUATIONS FOR WHICH PROGRAMED INSTRUCTION COULD BE IMPROVED VIA SELF-DIRECTION, I.E. MAXIMUM STUDENT FREEDOM TO CONTROL THE LEARNING PROCESS. RATIONALE FOR THE RESEARCH CAME FROM A COGNITIVE-PREDICTIVE-THEORETICAL MODEL. 2 FACTORS IMPORTANT TO LEARNING RATE AND VIEWED IN TERMS OF SELF-DIRECTION WERE: MEANINGFULNESS TO THE STUDENT OF THE LEARNING TASK AT ANY MOMENT AND MOTIVATION. EXPERIMENTAL RESULTS SHOWED THAT THE MOST PROMISING LEARNING OBJECTIVES FOR SD ARE THOSE IN WHICH PROBLEM SOLVING AND TRANSFER OF TRAINING ARE REQUIRED. UNCOACHED SD APPEARED TO MAGNIFY EFFECTS OF MOTIVATION AND ABILITY OF LEARNING. THE MOST PROMISING SINGLE RESULT WAS THE BENEFICIAL EFFECT OF A WEEK OF SD PRACTICE DURING WHICH CRITICAL SELF-APPRAISAL OF STUDY TACTICS WAS ENCOURAGED. THIS SUGGESTED THAT TO MAKE SD SUCCESSFUL, REMOVAL OF STUDENTS' STRONG HABIT OF PASSIVE ACQUISITION IS NECESSARY. (LH)

ED 014 876 **24** **EM 004 009**
REYNOLDS, JAMES H. GLASER, ROBERT
REPETITION AND SPACED REVIEW IN THE LEARNING OF CONNECTED DISCOURSE.
PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.
REPORT NUMBER CRP-1343-1
PUB DATE DEC 63
EDRS PRICE MF-\$0.25 HC-\$1.92 46P.

DESCRIPTORS *LEARNING PROCESSES, *PROGRAMED INSTRUCTION, *RETENTION, *TEACHING MACHINES, *VERBAL LEARNING, MIN-MAX I, MIN-MAX II, TIME FACTORS (LEARNING).

3 EXPERIMENTS WERE DESIGNED TO FILL THE GAP BETWEEN LAB-ESTABLISHED VERBAL LEARNING PRINCIPLES

AND THEIR APPLICATION TO COMPLEX VERBAL LEARNING BY USING THE TEACHING MACHINE TO CONTROL PRESENTATION VARIABLES SUCH AS AMOUNT AND ORDER OF MATERIAL EXPOSED. EXPERIMENT I MEASURED THE EFFECTS OF REPETITION AND SPACED REVIEW ON RETENTION. EXPERIMENT II THE EFFECTS OF SPACED REVIEW UPON RETENTION WITH RECENCY (TIME INTERVAL BETWEEN LAST PRACTICE TRAIL AND RETENTION TESTS) CONTROLLED, AND EXPERIMENT III THE EFFECTS OF PRIOR TESTING AND AN EXTENDED FORGETTING INTERVAL UPON RETENTION. INTACT GRADE 8 CLASSES EQUATED ON INTELLIGENCE WERE CHOSEN FOR ALL EXPERIMENTS. NO CONTROLS WERE INTRODUCED TO ACCOUNT FOR SUBJECTS' LACK OF PREVIOUS EXPOSURE TO PROGRAMED INSTRUCTION. A SERIES OF EXPERIMENTAL FRAMES WAS INCLUDED IN A LARGER PROGRAM SEQUENCE, YIELDING 5 TREATMENT CONDITIONS IN EXPERIMENT I AND 2 IN II AND III. GROUPS VARIED FROM 10-35. A PRE-TEST OF RECOGNITION OF MATERIAL WAS GIVEN, AND LATER REPEATED WITH DELAYED POST-TESTS OF AIDED AND UNAIDED RECALL. 3 MAIN RESULTS WERE: REPETITION WAS NOT A MAJOR VARIABLE INFLUENCING RETENTION OF COMPLEX MATERIAL, SPACING OF REVIEW SEQUENCES BETWEEN INTERPOLATED LEARNING MATERIALS FACILITATED RETENTION, AND RETENTION WAS MAINTAINED AT FULL STRENGTH FOR AT LEAST 6 WEEKS, DURING WHICH LARGE AMOUNTS OF INTERFERING MATERIAL WERE PRESENTED. (LH)

ED 014 877 **24** **EM 004 010**
GLASER, ROBERT AND OTHERS
PROGRAMMED INSTRUCTION IN THE INTACT CLASSROOM.
PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.
REPORT NUMBER CRP-1343-2
PUB DATE DEC 63
EDRS PRICE MF-\$0.25 HC-\$2.04 49P.

DESCRIPTORS *ACADEMIC ABILITY, *GROUPING (INSTRUCTIONAL PURPOSES), *LEARNING MOTIVATION, *PACING, *PROGRAMED INSTRUCTION, BALDWIN WHITEHALL SCHOOLS, CLASSROOM ENVIRONMENT, PENNSYLVANIA, PITTSBURGH, PROGRAM EVALUATION, TEACHING MACHINES.

VARIABLES INFLUENCING EFFECTIVE PROGRAMMED INSTRUCTION WERE STUDIED WITHIN THE INTACT CLASSROOM STRUCTURE. LATER STUDIES FOCUSING ON EFFECTIVE PROGRAMMED INSTRUCTION WILL APPROACH IT AS A MEANS OF INDIVIDUALIZATION OF INSTRUCTION. THIS SERIES OF EXPERIMENTS USES LINEAR PROGRAMS IN ARITHMETIC, SPELLING, AND GENERAL SCIENCE. FOR GRADE 1, ASPECTS STUDIED INCLUDE TEACHING MACHINES, TEACHER-PROGRAM ARRANGEMENTS, DAILY WORK-PROGRAM DISTRIBUTION, PREFAMILIARIZATION AND POST-LEARNING PRACTICE. FOR GRADE 4, EFFECTS OF PROGRAMMED INSTRUCTION ON REVIEW, ACCELERATION, AND CLASSROOM ENVIRONMENT ARE STUDIED. FOR GRADE 7, ENRICHMENT ACTIVITY, OVERVIEW OF MATERIAL, AND PREFAMILIARIZATION ARE KEY VARIABLES. FOR GRADE 9, EFFECTS OF A PROGRAM ON HIGH AND AVERAGE IQ GROUPS ARE STUDIED. ALTHOUGH THE AUTHORS WERE AWARE OF THE NECESSITY TO CONTROL FOR THE QUALITY AND SUBJECT MATTER OF PROGRAMMED MA-

TERIALS, TEACHER CHARACTERISTICS, CEILING EFFECTS OF ACHIEVEMENT TESTS, AND CLASS DIFFERENCES IN ABILITY, THESE FACTORS WERE NOT WHOLLY CONTROLLED IN STUDY DESIGN, BUT THEY WERE CONSIDERED IN REPORTING RESULTS. GENERAL CONCLUSIONS ARE-EXTENSIVE VARIATION IN LEARNING RATE PREVAILS UNDER SELF-PACING CONDITIONS, PRETEST SCORES SHOW THAT MANY STUDENTS KNOW THE SUBJECT AND SOME ARE NOT READY TO LEARN, INTELLIGENCE IS RELATED TO PACE, STUDENTS REQUIRED TO LEARN MORE DO LEARN MORE, DIFFERENT TEACHER-PROGRAM COMBINATIONS IN SEVERAL GRADES DO NOT AFFECT ACHIEVEMENT. (LH)

ED 014 878 **EM 004 011**
AN EVALUATION OF CLOSED-CIRCUIT INSTRUCTIONAL TELEVISION IN LOS ANGELES CITY COLLEGE AND LOS ANGELES VALLEY COLLEGE. FINAL REPORT.
LOS ANGELES CITY SCHOOLS, CALIF.
PUB DATE 59

EDRS PRICE MF-\$0.25 HC-\$1.12 26P.
DESCRIPTORS *ACADEMIC ACHIEVEMENT, *ATTITUDES, *CLOSED CIRCUIT TELEVISION, *INSTRUCTIONAL TELEVISION, *JUNIOR COLLEGES,

THIS REPORT SUMMARIZES FINDINGS OF A 6-SEMESTER STUDY OF CLOSED-CIRCUIT INSTRUCTIONAL TV IN 2 JUNIOR COLLEGES. 5008 STUDENTS HAD ENROLLED IN, AND 3931 COMPLETED, AT LEAST 1 OF 47 COURSES TAUGHT BY TV. DESPITE MINIMAL CONTROLS FOR CLASS SIZE, CLASSROOM ENVIRONMENT, INSTRUCTOR VARIABLES, AND METHOD FAMILIARITY, THESE WERE GENERAL CONCLUSIONS-THE ATTRITION RATE DECREASED DURING THE EXPERIMENT TO WHERE IT COMPARED FAVORABLY WITH THAT OF NON-TV CLASSES, BUT REMAINED SOMEWHAT HIGHER THAN THE COLLEGES' OVERALL RATES. ACHIEVEMENT OF TV AND CONTROL CLASSES WAS ESSENTIALLY EQUAL WHILE STUDENTS STILL SEEM TO PREFER CONVENTIONAL COURSES, ACCEPTANCE BY THEM OF INSTRUCTIONAL TV IS INCREASING, AS MEASURED BY QUESTIONNAIRE AND ENROLLMENT ANALYSIS. TV INSTRUCTORS WERE GENERALLY FAVORABLE, BUT THEIR OPINIONS VARIED CONSIDERABLY. (LH)

ED 014 879 **24** **EM 004 019**
SCHAEFFER, HALMUTH H.
A VOCABULARY PROGRAM USING "LANGUAGE REDUNDANCY."
PITTSBURGH UNIV., PA.
REPORT NUMBER CRP-691-1
PUB DATE JAN 61

EDRS PRICE MF-\$0.25 HC-\$1.12 26P.
DESCRIPTORS *GERMAN, *LANGUAGE RESEARCH, *LANGUAGES, *PROGRAMED INSTRUCTION, *REDUNDANCY, CLOZE PROCEDURE, GRAMMAR,

THE THESIS OF THIS REPORT IS THAT REDUNDANT PARTS OF A SENTENCE MAY EITHER BE OMITTED OR REPLACED BY NONSENSE WORDS WITHOUT LOSS OF COMPREHENSION. AND IF THE NONSENSE WORDS ARE IN A LANGUAGE FOREIGN TO THE READER, THEIR CONSISTENT USE SHOULD EVENTUALLY EQUATE THEM TO EQUIVALENTS IN THE READER'S LANGUAGE. GRAMMATICAL STRUCTURE WILL ALSO BE ACQUIRED IN THIS WAY. THE READING MATTER SHOULD ASSURE CONTINUED INTEREST. THESE HYPOTHESES WERE TESTED BY WRITING A PROGRAM WHICH USED 350

GERMAN WORDS IN PLACE OF REDUNDANT ENGLISH WORDS IN 3 SHORT STORIES. AFTER 3 NON GERMAN-SPEAKING COLLEGE STUDENTS READ THE PROGRAM, THEY COULD TRANSLATE 60 PERCENT OF THE GERMAN WORDS WHEN THE WORDS WERE PRESENTED OUT OF CONTEXT. THE STUDENTS WERE ABLE TO MAKE STATEMENTS ABOUT GERMAN GRAMMAR, AND AGREED THAT THE EXPERIENCE WAS A PLEASANT ONE. THIS REPORT IS ONE OF A SERIES ON THE INVESTIGATION OF VARIATIONS IN THE PROPERTIES OF SELF-TUTORING LEARNING SEQUENCES. (LH)

ED 014 880 **24** **EM 004 020**
EVANS, JAMES LEE AND OTHERS
AN INVESTIGATION OF "TEACHING MACHINE" VARIABLES USING LEARNING PROGRAMS IN SYMBOLIC LOGIC.
PITTSBURGH UNIV., PA.
REPORT NUMBER CRP-691-2
PUB DATE DEC 60

EDRS PRICE MF-\$0.50 HC-\$3.60 88P.
DESCRIPTORS *FEEDBACK, *PROGRAMED INSTRUCTION, *RESPONSE MODE, *TEACHING MACHINES, *TIME FACTORS (LEARNING), LOGIC, POST TESTING, RETENTION STUDIES,

PURPOSES OF THIS STUDY WERE TO EXPLORE THE FEASIBILITY OF SYMBOLIC LOGIC AS AN EXPERIMENTAL TASK TO BE PRESENTED USING PROGRAMED INSTRUCTION ON TEACHING MACHINES, TO DEVELOP A STANDARD PROGRAM AND RELIABLE CRITERION MEASURES OF ITS CONTENT, AND TO INVESTIGATE EFFECTS OF RESPONSE MODE, FEEDBACK, AND PROGRAM CONSTRUCTION ON LEARNING RATE AND ON IMMEDIATE AND DELAYED PERFORMANCE MEASURES. 6 EXPERIMENTAL GROUPS OF 10 COLLEGE STUDENTS EACH LEARNED TO CONSTRUCT LOGICAL PROOFS. 2 GROUPS USED A FORMALIZED ("RULEG") PROGRAM AND CONSTRUCTED THEIR RESPONSES TO EACH ITEM. FOR THE OTHER 4 GROUPS, WHO USED A LESS SYSTEMATIC PROGRAM, RESPONSE MODES WERE CONSTRUCTED WITH, AND WITHOUT, IMMEDIATE FEEDBACK, MULTIPLE CHOICE, AND COVERT WITH THE CORRECT ANSWER VISIBLE FOR EACH ITEM. 3 IMMEDIATE POST-TESTS WERE GIVEN AND REPEATED AFTER ONE WEEK TO MEASURE LEARNING TIME, TESTING TIME, AND NUMBER OF ERRORS ON THE TESTS. RESULTS FOLLOW. RESPONSE MODE SIGNIFICANTLY AFFECTED LEARNING TIME AND TESTING TIME ON IMMEDIATE POST-TESTS ONLY, BUT NOT ERROR SCORES. THE RULEG PROGRAM PRODUCED, IN LESS LEARNING TIME, PERFORMANCE COMPARABLE WITH THAT OF A LESS SYSTEMATIC PROGRAM. DIFFERENTIAL RETENTION EFFECTS WERE OBSERVED AS A FUNCTION OF TYPE OF TEST. IT WAS CONCLUDED THAT THE RELEVANCE OF RESPONSE MODE AND IMMEDIACY OF FEEDBACK IS INVERSELY RELATED TO THE PROBABILITY OF CORRECT RESPONDING. (LH)

ED 014 881 **EM 004 027**
"THIS BUSINESS OF FARMING" 1964, A STUDY OF AUDIENCE REACTIONS TO A TELEVIEWED COURSE OF INSTRUCTION FOR FARMERS IN THE PRAIRIE PROVINCES OF CANADA.
CANADIAN BROADCASTING CORP., OTTAWA (ONTARIO)

PUB DATE APR 65

EDRS PRICE MF-\$1.50 HC-\$14.28 355P.

DESCRIPTORS *ADULT FARMER EDUCATION, *ATTITUDES, *INTERVIEWS, *TELEVIEWED INSTRUCTION, *TELEVISION VIEWING,

FOLLOWING EXTENSIVE PROMOTIONAL CAMPAIGNS, THE CANADIAN BROADCASTING CORPORATION COOPERATED WITH THE EXTENSION SERVICES OF THE CANADIAN DEPARTMENT OF AGRICULTURE TO PRESENT A TELEVIEWED COURSE OF 5 ONE-HOUR PROGRAMS IN MODERN FARMING METHODS. 4 PROGRAMS WERE ALIKE FOR MANITOBA, SASKATCHEWAN AND ALBERTA, BUT THE FIFTH DIFFERED IN EACH PROVINCE. THIS STUDY'S PURPOSE WAS TO PROVIDE AUDIENCE FEEDBACK INFORMATION TO ASSESS THE VALUE OF THE COURSE, AND TO AID PLANNING OF THE FUTURE, WITH SPECIAL FOCUS ON THE UTILITY OF A SINGLE SET OF PROGRAMS FOR THE VAST CANADIAN PRAIRIE REGION. AREA PROBABILITY SAMPLING OF FARM HOUSEHOLDS WITH TV AND TELEPHONE YIELDED 4372 USABLE INTERVIEWS IN THE 3 PROVINCES. IN OVER 55 PERCENT OF THE HOMES IN THE TOTAL COVERAGE AREA THE FARMER HIMSELF VIEWED THE PROGRAMS. FACTORS THAT CONTRIBUTED TO VIEWING DIFFERENCES IN THE 3 PROVINCES ARE DISCUSSED. THE COURSE WAS PARTICULARLY SUCCESSFUL IN REACHING FARMERS WITH LITTLE PREVIOUS KNOWLEDGE OF EXTENSION SERVICES ACTIVITIES, EXCEPT FOR SOME SMALL FARMERS. AUDIENCE REACTION WAS OVERWHELMINGLY FAVORABLE, AND EMPHASIZED THE COURSE'S PRACTICAL VALUE AND ITS APPEAL TO DIVERSE NEEDS AND INTERESTS. MANY COMPARATIVE GRAPHS AND CHARTS ARE PRESENTED, ALONG WITH SAMPLING INFORMATION AND INTERVIEW SCHEDULES. FURTHER INFORMATION IS AVAILABLE FROM THE DIRECTOR OF RESEARCH, CANADIAN BROADCASTING CORP. OTTAWA. (LH)

ED 014 882 **EM 004 036**
ALLEN, CLARENCE
INSTRUCTIONAL TELEVISION IN MUSIC EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER ONE.
NATIONAL CENTER FOR SCHOOL AND COLL. TELEVISION
PUB DATE JUN 66

EDRS PRICE MF-\$0.25 HC-\$0.56 12P.
DESCRIPTORS *CONFERENCES, *COURSE DESCRIPTIONS, *INSTRUCTIONAL TELEVISION, *MUSIC EDUCATION,

THIS REPORT CONCERNS THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION (NCSTC) CONFERENCE ON TELEVISION IN MUSIC EDUCATION. IT HAS 4 SECTIONS-(1) A STATUS REPORT OF MUSIC TELECOURSES OFFERED IN THE U.S. BY EDUCATIONAL TV IN 1965-66, (2) A SUMMARY OF THE DISCUSSION AMONG THE 7 MUSIC AND INSTRUCTIONAL AUTHORITIES PARTICIPATING IN THE CONFERENCE, (3) A TABULAR BREAKDOWN OF THE INFORMATION GATHERED FOR THE CONFERENCE, AND (4) A LIST OF DESCRIPTIONS OF THE MUSIC TELECOURSES OFFERED IN 1965-66. (MS)

ED 014 883 **EM 004 037**
INSTRUCTIONAL TELEVISION IN ART EDUCATION. NATIONAL CENTER FOR

SCHOOL AND COLLEGE TELEVISION NEWS
SUPPLEMENT NUMBER TWO.
NATIONAL CENTER FOR SCHOOL AND
COLL. TELEVISION

EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *ART EDUCATION, *CONFERENCES, *COURSE DESCRIPTIONS, *INSTRUCTIONAL TELEVISION.

THIS REPORT CONCERNS THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION'S CONFERENCE ON TELEVISION IN ART EDUCATION. THE CONFERENCE WAS CONDUCTED TO ASSESS TV MATERIALS NOW OFFERED IN ART AREAS, IN AN EFFORT TO STIMULATE THE DEVELOPMENT OF INCREASINGLY EFFECTIVE TV MATERIALS FOR THE NATION'S SCHOOLS. THERE ARE 4 SECTIONS, (1) A STATUS REPORT OF ART TELECOURSES OFFERED IN THE U.S. BY EDUCATIONAL TV STATIONS DURING 1965-66, (2) A SUMMARY OF THE DISCUSSION AMONG THE 8 ART AND INSTRUCTIONAL TV AUTHORITIES PARTICIPATING, (3) A TABULAR BREAKDOWN OF THE INFORMATION GATHERED FOR THE CONFERENCE, AND (4) A LIST OF DESCRIPTIONS OF ART TELECOURSES OFFERED IN 1965-66. (MS)

ED 014 884 EM 004 038
TELEVISION IN HIGHER EDUCATION-SOCIAL WORK EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER THREE. NATIONAL CENTER FOR SCHOOL AND COLL. TELEVISION

EDRS PRICE MF-\$0.25 HC-\$0.96 22P.

DESCRIPTORS *CONFERENCES, *HIGHER EDUCATION, *INSTRUCTIONAL TELEVISION, *PROFESSIONAL EDUCATION, *SOCIAL WORK, HEALTH.

THIS REPORT CONCERNS THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION'S CONFERENCE ON TELEVISION IN SOCIAL WORK EDUCATION. THE CONFERENCE WAS CONDUCTED TO ASSESS TELEVISION MATERIALS NOW BEING USED IN SCHOOLS OF SOCIAL WORK AND IN THE AREAS OF THE HEALTH AND SOCIAL SCIENCES. THE REPORT HAS 4 SECTIONS, (1) A DISCUSSION OF THE CENTER'S INTEREST IN TELEVISION MATERIALS FOR SOCIAL WORK EDUCATION AT THE UNDERGRADUATE, GRADUATE, AND PROFESSIONAL LEVELS, (2) A REPORT ON MATERIALS ASSESSED AT THE CONFERENCE, (3) A SUMMARY OF THE DISCUSSION AMONG THE 7 PARTICIPATING SOCIAL WORK AUTHORITIES, AND (4) AN APPENDIX CONTAINING 2 ARTICLES REPRINTED FROM THE SOCIAL WORK EDUCATION REPORTER. (MS)

ED 014 885 EM 004 039
TELEVISION IN HEALTH AND PHYSICAL EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER FOUR. NATIONAL CENTER FOR SCHOOL AND COLL. TELEVISION

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *CONFERENCES, *HEALTH, *INSTRUCTIONAL TELEVISION, *PHYSICAL EDUCATION, COLLEGES, ELEMENTARY SCHOOLS, SECONDARY SCHOOLS.

THIS REPORT CONCERNS THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION'S CONFERENCE ON TELEVISION IN HEALTH AND PHYSICAL EDUCATION. THE CONFERENCE WAS CONDUCTED

TO ASSESS TELEVISION MATERIALS NOW OFFERED IN HEALTH AND PHYSICAL EDUCATION IN AN EFFORT TO STIMULATE THE DEVELOPMENT OF INCREASINGLY EFFECTIVE TELEVISION MATERIALS. THE REPORT HAS 3 SECTIONS, (1) A STATUS REPORT OF HEALTH AND PHYSICAL EDUCATION TELECOURSES OFFERED IN THE U.S., (2) A SUMMARY OF THE DISCUSSION AMONG THE HEALTH, PHYSICAL EDUCATION, AND TELEVISION AUTHORITIES PARTICIPATING IN THE CONFERENCE, AND (3) A TABULAR BREAKDOWN OF THE INFORMATION GATHERED FOR THE CONFERENCE. (MS)

ED 014 886 EM 004 040
TELEVISION IN MATHEMATICS EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER FIVE. NATIONAL CENTER FOR SCHOOL AND COLL. TELEVISION

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *CONFERENCES, *ELEMENTARY SCHOOLS, *INSTRUCTIONAL TELEVISION, *MATHEMATICS EDUCATION, *SECONDARY SCHOOLS, INSERVICE TEACHER EDUCATION.

THIS REPORT CONCERNS THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION'S CONFERENCE ON TELEVISION IN MATHEMATICS EDUCATION. THE CONFERENCE WAS CONDUCTED TO ASSESS TELEVISION MATERIALS NOW BEING OFFERED IN MATHEMATICS IN ORDER TO STIMULATE THE DEVELOPMENT OF INCREASINGLY EFFECTIVE TELEVISION MATERIALS FOR THE NATION'S SCHOOLS. THERE ARE 3 SECTIONS, (1) A STATUS REPORT OF MATHEMATICS TELECOURSES BEING OFFERED IN THE U.S. DURING 1966-67, (2) A SUMMARY OF THE DISCUSSION AMONG THE 11 MATHEMATICS AND TELEVISION AUTHORITIES PARTICIPATING IN THE CONFERENCE, AND (3) A TABULAR BREAKDOWN OF THE INFORMATION GATHERED FOR THE CONFERENCE. (MS)

ED 014 887 EM 004 041
TELEVISION IN SCIENCE EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER SIX. NATIONAL CENTER FOR SCHOOL AND COLL. TELEVISION

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *CONFERENCES, *ELEMENTARY SCHOOLS, *INSTRUCTIONAL TELEVISION, *SCIENCE EDUCATION, *SECONDARY SCHOOLS, TEACHER EDUCATION.

THIS REPORT CONCERNS THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION'S CONFERENCE ON TELEVISION IN SCIENCE EDUCATION. THE CONFERENCE WAS CONDUCTED TO ASSESS TELEVISION MATERIALS NOW BEING OFFERED IN SCIENCE, IN AN EFFORT TO STIMULATE THE DEVELOPMENT OF INCREASINGLY EFFECTIVE TELEVISION MATERIALS FOR THE NATION'S SCHOOLS. THE REPORT HAS 3 SECTIONS, (1) A STATUS REPORT OF SCIENCE TELECOURSES OFFERED IN THE U.S. DURING 1966-67, (2) A SUMMARY OF THE DISCUSSION AMONG THE 11 SCIENCE AND TELEVISION AUTHORITIES PARTICIPATING IN THE CONFERENCE, AND (3) A TABULAR BREAKDOWN OF THE INFORMATION GATHERED FOR THE CONFERENCE. (MS)

ED 014 888 EM 004 046
LOUGHARY, JOHN W.
MAN-MACHINE SYSTEMS IN EDUCATION.
PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMPUTERS, *EDUCATIONAL ADMINISTRATION, *INSTRUCTIONAL TECHNOLOGY, *STUDENT PERSONNEL SERVICES, *SYSTEMS APPROACH.

THIS BOOK INCLUDES 5 PARTS. THE FIRST, BACKGROUND, PROVIDES A THEORETICAL AND CONCEPTUAL BASE FOR THE MAN-MACHINE SYSTEMS DESCRIBED LATER. IT DEFINES MAN-MACHINE SYSTEMS, DESCRIBES COMPUTERS, AND DISCUSSES THE RELATIONSHIPS BETWEEN MEDIA TECHNOLOGY AND LEARNING PROCESSES. PART 2, INSTRUCTION, DESCRIBES ADVANCED SYSTEMS IN EDUCATION WHICH ARE CONCERNED PRIMARILY WITH INSTRUCTION AS SUCH. PART 3, ADMINISTRATION, EXAMINES APPLICATIONS OF SYSTEMS AT 3 MANAGEMENT AND EXECUTIVE LEVELS-THE SCHOOL, THE DISTRICT, AND THE STATE AND NATIONAL LEVELS. PART 4, PUPIL PERSONNEL SERVICES, DESCRIBES COMPUTER SYSTEMS IN COUNSELING AND OTHER AREAS. REQUIREMENTS FOR IMPLEMENTING MAN-MACHINE SYSTEMS ARE DISCUSSED IN PART 5. THIS DOCUMENT IS AVAILABLE FROM HARPER AND ROW, PUBLISHERS, INC., 40 EAST 33RD STREET, NEW YORK, N.Y. 10016. (LH)

ED 014 889 64 EM 004 047
COON, E. DEAN

A STUDY IN THE DEVELOPMENT OF CO-OPERATIVE STATE LEADERSHIP IN EDUCATIONAL MEDIA. FINAL REPORT.

COLORADO STATE DEPT. OF EDUCATION, DENVER

REPORT NUMBER BR-5-0279

REPORT NUMBER NDEA-VIIB-523

PUB DATE 66

CONTRACT OEC-5-16-012

EDRS PRICE MF-\$0.50 HC-\$3.20 78P.

DESCRIPTORS *AUDIOVISUAL INSTRUCTION, *EDUCATIONAL RESEARCH, *EQUIPMENT UTILIZATION, *STATE OFFICIALS, *STATE SCHOOLS DENVER, ACSSAVO, EDUCATIONAL RADIO, EDUCATIONAL TELEVISION, FILMS, PHONOGRAPH RECORDS, PROJECTION EQUIPMENT, STATE AGENCIES, STATE FEDERAL AID, TAPE RECORDERS.

THIS STUDY WAS DEVELOPED AND DIRECTED BY MEMBERS OF THE ASSOCIATION OF CHIEF STATE SCHOOL AUDIOVISUAL OFFICERS (ACSSAVO). ITS OBJECTIVES WERE (1) TO IDENTIFY PROBLEMS IN THE USE OF EDUCATIONAL MEDIA, WHICH MIGHT BE SOLVED BY STATE EDUCATION AGENCIES, (2) TO CATEGORIZE THESE PROBLEMS BY LOCATION AND FREQUENCY, (3) TO EXCHANGE INFORMATION REGARDING THEIR SOLUTION IN DIFFERENT STATES, (4) TO IMPROVE DISSEMINATION AND USE OF RESULTS OF MEDIA RESEARCH, (5) TO DEVELOP A STRATEGY FOR DEALING WITH PROBLEMS OF SPECIAL CONCERN, AND (6) TO DEVELOP AN EDUCATIONAL COMMUNICATIONS PROGRAM FOR CONTINUED CO-OPERATION AMONG STATES. THE STUDY CONSISTED OF 2 MAJOR CONFERENCES, ONE AT VAIL, COLORADO, AND ONE AT DES MOINES, IOWA, AND 3 MEETINGS OF THE STEERING COMMITTEE. THE STUDY WAS LARGELY SUCCESSFUL IN ACHIEVING ITS GOALS. OF SPECIAL NOTE WAS

THE DEVELOPMENT OF QUANTITATIVE AND QUALITATIVE STANDARDS FOR INSTRUCTIONAL MATERIALS AND EQUIPMENT, AND OF COOPERATIVE STATE LEADERSHIP IN EDUCATIONAL MEDIA. (MS)

ED 014 890 64 EM 004 049

CHORVINSKY, MILTON
A DISCUSSION OF EDUCATIONAL TECHNOLOGY WITH EMPHASIS ON COMPUTER-ASSISTED INSTRUCTION.
NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW)
REPORT NUMBER TN-29
PUB DATE 9 MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS *COMPUTER ASSISTED INSTRUCTION, *EDUCATIONAL TRENDS, *HISTORICAL REVIEWS, EDUCATIONAL TELEVISION, PROGRAMED TEXTS, PROGRAMED TUTORING, TEACHING MACHINES.

A DISCUSSION OF RECENT DEVELOPMENTS IN EDUCATIONAL TECHNOLOGY EMPHASIZES THE SIGNIFICANCE OF COMPUTER-ASSISTED INSTRUCTION (CAI). SOME OF THE ADVANTAGES, LIMITATIONS, AND POSSIBLE APPLICATIONS OF CAI SYSTEMS ARE MENTIONED. SOME CAI SYSTEMS NOW UNDER DEVELOPMENT ARE IDENTIFIED. (MS)

ED 014 891 64 EM 004 052

PAULSON, CASPER F., JR.
AN EXAMINATION OF THE STRUCTURE AND EFFECTIVENESS OF SLIDE-TAPES PRODUCED BY RATIONAL ANALYSIS AND SELF-SEQUENCING TECHNIQUES.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER R-58
REPORT NUMBER BR-5-0952
PUB DATE JUN 67
GRANT OEG-7-27-0000-238
EDRS PRICE MF-\$0.25 HC-\$1.44 34P.

DESCRIPTORS *COGNITIVE PROCESSES, *INDEPENDENT STUDY, *TAPE RECORDINGS, *TEACHER IMPROVEMENT, *VISUAL STIMULI.

SO THAT TEACHERS MAY LEARN TO IDENTIFY AND CONSTRUCT BEHAVIORAL OBJECTIVES, 2 TECHNIQUES FOR DEVELOPING SLIDE-TAPES WERE COMPARED ON THE BASIS OF STRUCTURAL CHARACTERISTICS OF SLIDE-TAPES PRODUCED AND OF ACHIEVEMENT RESULTING FROM THEIR USE. THE TECHNIQUES WERE RATIONAL ANALYSIS (RA) AND SELF-SEQUENCING (SS). RATIONAL ANALYSIS OF COMPLEX TERMINAL BEHAVIORS DESIRED LED BACKWARD THROUGH A HIERARCHY OF SUBORDINATE AND PREREQUISITE KNOWLEDGE AND SKILLS SUCH THAT AN RA SLIDE-TAPE WAS DEVELOPED. SELF-SEQUENCING BY AN INTERVIEWING TECHNIQUE WAS FOUND TO BE IMPRACTICAL. A POST-TEST ONLY DESIGN WAS USED TO COMPARE TREATMENT EFFECTS OF THE RA TAPE, AND OF A TAPE OF REARRANGED ELEMENTS FROM THE RA TAPE THAT WAS INTENDED TO BE PROBABLE UNDER A SS TECHNIQUE. DIFFERENCES APPROACHED SIGNIFICANCE FAVORING THE SS MODE, BUT SUGGESTED VARIABILITY OF EFFECTS WITH VARIATIONS OF SEQUENCE RATHER THAN SUPERIORITY OF THE SS TECHNIQUE. (LH)

ED 014 892 64 EM 004 060

BROWN, JAMES W. BROWN, DONALD J.
EVALUATIONS OF SUMMER 1966 NDEA INSTITUTES FOR EDUCATIONAL MEDIA SPECIALISTS AND SCHOOL LIBRARY PERSONNEL.

REPORT NUMBER BR-5-0270
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

REPORT NUMBER NDEA-VIIB-571

EDRS PRICE MF-\$0.50 HC-\$4.64 114P.

DESCRIPTORS *ADULTS, *FEDERAL PROGRAMS, *INSTRUCTIONAL MEDIA, *PARTICIPANT CHARACTERISTICS, *SUMMER INSTITUTES, AUDIOVISUAL PROGRAMS, EDUCATIONAL FACILITIES, LIBRARY INSTRUCTION.

THE PURPOSE OF THIS EVALUATION WAS TO GATHER DATA FROM 35 EDUCATIONAL MEDIA SPECIALIST INSTITUTES ON (1) PERSONAL AND PROFESSIONAL CHARACTERISTICS OF INSTITUTE PARTICIPANTS, (2) CHARACTERISTICS OF THE INSTITUTES THEMSELVES, (3) THE EFFECTIVENESS OF INSTITUTE PROGRAMS, (4) THE EFFECTIVENESS OF INSTITUTE EXPERIENCES ON PARTICIPANT INTERESTS AND SKILLS, AND (5) ON-THE-JOB INFLUENCES OF INSTITUTE EXPERIENCES. DATA WERE GATHERED BY PERSONAL INFORMATION REPORT FORMS, ON-SITE VISITORS' REPORTS, AND ORIGINAL PROPOSALS AND FINAL REPORTS OF INSTITUTE DIRECTORS. THE INSTITUTES ARE DESCRIBED AS BASIC, ADVANCED, TELEVISION, SPECIAL, OR LIBRARIANSHIP. REPORTS ARE GIVEN OF DATA FINDINGS AT EACH TYPE OF INSTITUTE. (MS)

ED 014 893 64 EM 004 072

TELEVISION IN FOREIGN LANGUAGE EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER SEVEN.

NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *CONFERENCES, *FRENCH, *GERMAN, *INSTRUCTIONAL TELEVISION, *SPANISH, ELEMENTARY SCHOOLS, INSERVICE TEACHER EDUCATION, SECONDARY SCHOOLS.

THIS REPORT CONCERNS THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION'S CONFERENCE ON TELEVISION IN FOREIGN LANGUAGE EDUCATION. THE CONFERENCE WAS CONDUCTED TO ASSESS TELEVISION MATERIALS NOW OFFERED IN FOREIGN LANGUAGES, IN AN EFFORT TO STIMULATE THE DEVELOPMENT OF INCREASINGLY EFFECTIVE TELEVISION MATERIALS FOR THE NATION'S SCHOOLS. THE REPORT HAS 3 SECTIONS, (1) A STATUS REPORT OF FOREIGN LANGUAGE TELECOURSES OFFERED IN THE U.S. DURING 1966-67, (2) A SUMMARY OF THE DISCUSSION AMONG THE LANGUAGE AND TELEVISION AUTHORITIES WHO PARTICIPATED IN THE CONFERENCE, AND (3) A TABULAR BREAKDOWN OF THE INFORMATION GATHERED FOR THE CONFERENCE. (MS)

ED 014 894 24 EM 004 089

EVANS, JAMES L. AND OTHERS
THE RULEG SYSTEM FOR THE CONSTRUCTION OF PROGRAMMED VERBAL LEARNING SEQUENCES.

PITTSBURGH UNIV., PA.

REPORT NUMBER CRP-691-3

PUB DATE AUG 60

EDRS PRICE MF-\$0.25 HC-\$1.04 24P.

DESCRIPTORS *PROGRAM CONTENT, *PROGRAM DESIGN, *PROGRAM DEVELOPMENT, *PROGRAMED INSTRUCTION, *SYSTEMS APPROACH.

THIS PAPER DESCRIBES THE RULEG PROGRAM SYSTEM, WHICH IS BASED ON THE PREMISE THAT THE VERBAL STATEMENTS OF A PROGRAM CAN BE CLASSIFIED INTO "RU'S" (RULES) AND "EG'S" (EXAMPLES). ALL RU'S ARE STATEMENTS OF SOME GENERALITY, FROM WHICH SUBSTITUTION INSTANCES, OR EG'S, CAN BE OBTAINED. 12 STEPS FOR THE CONSTRUCTION OF RULEG PROGRAMS ARE LISTED—SPECIFY THE CRITERION BEHAVIOR, WRITE DOWN MANY RU'S, COLLECT STIMULUS SUPPORT, ORDER THE RU'S, MAKE A RU MATRIX, CONSTRUCT EG'S, NUMBER THE MATRIX CELLS, ASSEMBLE RU'S AND EG'S INTO FRAMES, AND THE FRAMES INTO A PROGRAM, PRE-TEST AND THEN REVISE THE PROGRAM UNTIL RELIABLE CRITERION BEHAVIOR IS ACHIEVED. (LH)

ED 014 895 24 EM 004 090

GLASER, ROBERT
PRINCIPLES AND PROBLEMS IN THE PREPARATION OF PROGRAMMED LEARNING SEQUENCES.

PITTSBURGH UNIV., PA.

REPORT NUMBER CRP-691-4

PUB DATE SEP 60

EDRS PRICE MF-\$0.25 HC-\$1.96 47P.

DESCRIPTORS *CONCEPTUAL SCHEMES, *PROGRAM CONTENT, *PROGRAM DESIGN, *PROGRAM DEVELOPMENT, *PROGRAMED INSTRUCTION.

THIS DOCUMENT DISCUSSES THE FOLLOWING TOPICS IN CONSTRUCTION OF A PROGRAM, AND GIVES EXAMPLES OF RELEVANT SEQUENCES—DEFINING THE FIELD, REINFORCEMENT, GRADUAL PROGRESSION TO ESTABLISH COMPLEX REPERTOIRES, EMITTED BEHAVIOR AND PROMPTING, FADING AND VANISHING, CONFIRMATION AND SCORING, OBSERVING BEHAVIOR, PRACTICE AND REVIEW, UNDERSTANDING AND UBCRIMINNFION, EDITING AND REVISION. ALSO DISCUSSED ARE DIFFICULTY LEVEL, PROGRAM TYPES AND "RULEG", ADAPTIVE PROGRAMMING, RESPONSE MODE, SUBJECT MATTER CHARACTERISTICS, INDIVIDUAL DIFFERENCES, MEASURING PROGRAM EFFECTIVENESS, ADMINISTRATIVE CONSIDERATIONS, MACHINES, AND EDUCATIONAL PSYCHOLOGY. (LH)

ED 014 896 24 EM 005 587

CUES AND CLUES IN THE CREATIVE CLASSROOM.

MICHIGAN ST. BOARD OF EDUCATION, LANSING

REPORT NUMBER NDEA BULLETIN-312

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.40 33P.

DESCRIPTORS *CHARTS, *CLASSROOM MATERIALS, *CREATIVE THINKING, *INSERVICE TEACHER EDUCATION, *INSTRUCTIONAL MATERIALS, BULLETIN BOARDS, GRAPHS, MICH. CURRICULUM COM. ON INSTR. MATERIALS.

THIS PORTFOLIO CONTAINS A NUMBER OF ILLUSTRATED PLATES, EACH ONE HIGHLIGHTING A SPECIFIC INSTRUCTIONAL MATERIAL. AMONG THE MATERIALS COVERED ARE CHALKBOARDS, BULLETIN BOARDS, GRAPHS, MODELS, AND CHARTS. IT IS FELT THAT THESE DEVIC-

ES ENCOURAGE CREATIVE THINKING IN THE CLASSROOM. A COMPANION BIBLIOGRAPHY CALLS ATTENTION TO RELATED MATERIALS. IT IS SUGGESTED THAT THE PLATES AND BIBLIOGRAPHIES BE USED AS AN OUTLINE FOR INSERVICE WORK WITH TEACHERS. (MS)

ED 014 897 EM 005 591

NATHANSON, NORBERT H.
"ONCE UPON A DAY," A SERIES OF VIDEOTAPED TELEVISION PROGRAMS FOR CHILDREN.

NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$0.96 22P.

DESCRIPTORS *EDUCATIONAL TELEVISION, *ELEMENTARY SCHOOL STUDENTS, *PROGRAM DESCRIPTIONS, NEW YORK STATE.

THIS BOOKLET DESCRIBES "ONCE UPON A DAY," AN EDUCATIONAL TELEVISION SERIES FOR CHILDREN AGED 4 TO 7. THE PROGRAM IS AVAILABLE AT NO COST TO ALL NEW YORK STATE EDUCATIONAL TELEVISION STATIONS, CLOSED CIRCUIT AND 2500 MEGACYCLES AND COMMUNITY ANTENNA SYSTEMS SERVING NEW YORK SCHOOLS. THE PROGRAM PRESENTS USEFUL CONCEPTS AND INFORMATION IN A FANCIFUL MANNER. SEVERAL EPISODES FROM THE SERIES ARE DESCRIBED IN DETAIL. INFORMATION ON THE AVAILABILITY OF THIS VIDEO TAPE SERIES MAY BE OBTAINED FROM THE STATE EDUCATION DEPT., DIVISION OF EDUCATIONAL COMMUNICATIONS, BUREAU OF MASS COMMUNICATIONS, ROOM 1066, ALBANY, NEW YORK 12224. (MS)

ED 014 898 EM 005 592

JORGENSEN, ERLING S.
TV FOR MONTANA EDUCATION. REPORT OF THE MONTANA EDUCATIONAL TELEVISION COMMITTEE.

MONTANA EDUCATIONAL TELEVISION COMMITTEE, BILLINGS

PUB DATE JUN 62

EDRS PRICE MF-\$0.50 HC-\$3.68 90P.

DESCRIPTORS *COMMITTEES, *EDUCATIONAL TELEVISION, *INSTRUCTIONAL TELEVISION, *SCHOOLS, *STATE ACTION, COSTS, EDUCATIONAL IMPROVEMENT, EDUCATIONAL RESEARCH, EDUCATIONAL RESOURCES, MONTANA STATE UNIV.

THIS DOCUMENT IS A FULL REPORT OF THE MONTANA EDUCATIONAL TELEVISION COMMITTEE. IT CONTAINS DETAILED INFORMATION ON THE FOLLOWING POINTS, AS WELL AS PLANS FOR EDUCATIONAL TV DEVELOPMENT IN MONTANA: (1) MONTANA HAS GROWING NEEDS FOR IMPROVEMENT OF EDUCATIONAL METHODS, (2) EDUCATIONAL TV IS ENRICHING- AND EXPANDING INSTRUCTIONAL PROGRAMS IN THE U.S., (3) EDUCATIONAL TV HAS BEEN INTENSIVELY STUDIED AND TESTED, (4) TV HAS POTENTIAL FOR USE IN MONTANA SCHOOLS, (5) MONTANA HAS RESOURCES WHICH CAN BE DISTRIBUTED TO THE WHOLE STATE VIA EDUCATIONAL TV, AND (6) DEVELOPMENT OF INSTRUCTIONAL TV IN MONTANA CAN BE PRACTICAL. (MS)

ED 014 899 EM 005 622

TELEHOUSE CATALOG 1967.

NATIONAL CENTER FOR SCHOOL AND COLL. TELEVISION

EDRS PRICE MF-\$0.50 HC-\$3.68 75P.

DESCRIPTORS *CATALOGS, *COURSE DESCRIPTIONS, *ELEMENTARY EDUCATION, *SECONDARY EDUCATION, INSERVICE TEACHER EDUCATION, INSTRUCTIONAL TELEVISION.

THIS CATALOG PROVIDES INFORMATION ABOUT TELECOURSES NOW AVAILABLE FROM THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION (NCSCT). THE CATALOG ORGANIZES AVAILABLE TELECOURSES BY GRADE LEVEL, AND HAS A SUBJECT INDEX FOR CROSS REFERENCE. COPIES OF THE CATALOG ARE AVAILABLE FREE OF CHARGE FROM NCSCT, BOX A, BLOOMINGTON, INDIANA, 47401. (MS)

ED 014 900 EM 005 628

CHU, GODWIN C. SCHRAMM, WILBUR
LEARNING FROM TELEVISION, WHAT THE RESEARCH SAYS.

STANFORD UNIV., CALIF. INST. FOR COMMUNIC. RES.

PUB DATE DEC 67

EDRS PRICE MF-\$1.00 HC-\$8.96 222P.

DESCRIPTORS *ATTITUDES, *INSTRUCTIONAL TELEVISION, *LEARNING, *RESEARCH REVIEWS (PUBLICATIONS), *STUDENTS, PRESENTATION FACTORS, RESPONSE MODE, STUDENT TEACHER RELATIONSHIP.

60 PROPOSITIONS IN 6 AREAS CONCERNING THE CONDITIONS OF EFFECTIVE LEARNING FROM TELEVISION ARE DEVELOPED FROM A SURVEY OF THE RESEARCH LITERATURE: (1) HOW MUCH PUPILS LEARN FROM INSTRUCTIONAL TELEVISION, (2) EFFICIENT USE OF THE MEDIUM IN A SCHOOL SYSTEM, (3) TREATMENT, SITUATION, AND PUPIL VARIABLES, (4) ATTITUDES TOWARD INSTRUCTIONAL TELEVISION, (5) TELEVISION IN DEVELOPING REGIONS, (6) LEARNING FROM TELEVISION COMPARED WITH LEARNING FROM OTHER MEDIA. EVIDENCE FOR EACH PROPOSITION IS BRIEFLY SUMMARIZED. LITERATURE SEARCH DEPENDED PARTLY ON ABSTRACTS, PARTLY ON COMPLETE DOCUMENTS, AND INCLUDED FOREIGN AS WELL AS U.S. RESEARCH. IT IS CONCLUDED FROM OVERWHELMING EVIDENCE THAT TELEVISION CAN BE AN EFFICIENT TOOL OF LEARNING AND TEACHING. WHEN IT IS NOT EFFICIENT, THE REASON IS USUALLY IN THE WAY IT IS USED. EVIDENCE FAVORS THE INTEGRATION OF TELEVISION INTO OTHER INSTRUCTION, SIMPLICITY RATHER THAN "FANCINESSES", EMPHASIS ON THE BASIC REQUIREMENTS OF GOOD TEACHING, INTRODUCTION OF THE MEDIUM SO AS TO MINIMIZE RESISTANCE, AND TESTING AND REVISION OF PROGRAMS. WHETHER THE TELEVISION MEDIUM IS TO BE PREFERRED, AND WHETHER IT IS FEASIBLE FOR DEVELOPING REGIONS, DEPENDS ON OBJECTIVES AND CONDITIONS. A SELECTED BIBLIOGRAPHY OF 303 TITLES IS INCLUDED.

ED 014 901 EM 005 977

RAGSDALE, RONALD G.

THE LEARNING RESEARCH AND DEVELOPMENT CENTER'S COMPUTER ASSISTED LABORATORY.

PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.

REPORT NUMBER REPRINT-6

PUB DATE FEB 66

EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *COMPUTER ASSISTED INSTRUCTION, *COMPUTER BASED LABORATORIES, *EQUIPMENT UTILIZATION, *LEARNING LABORATORIES, *SOCIAL SCIENCES, DIGITAL EQUIPMENT CORP. PDP 7 COMPUTER, INDIVIDUAL INSTRUCTION.

THIS PAPER DESCRIBES THE OPERATION AND PLANNED APPLICATIONS OF A COMPUTER ASSISTED LABORATORY FOR SOCIAL SCIENCE RESEARCH. THE LAB CENTERS AROUND AN 8K PDP-7 COMPUTER AND ITS SPECIAL PERIPHERAL EQUIPMENT. SPECIAL DEVICES INCLUDE RANDOM ACCESS AUDIO AND VIDEO, GRAPHICAL INPUT, AND TOUCH-SENSITIVE AND BLOCK-MANIPULATION INPUTS. THE SYSTEM MAY BE USED FOR PRESENTING INSTRUCTIONAL MATERIAL OF FOR CONDUCTING PSYCHOLOGICAL EXPERIMENTS. ILLUSTRATIONS ARE PROVIDED. REPRINTED FROM "DECUS PROCEEDINGS," VOLUME 5, NUMBER 2. (MS)

ED 014 902 24 EM 006 002

MILD, J. DONALD DOUGHTY, DONALD D.
A COMMUNICATIONS SYSTEM FOR HIGHER EDUCATION. FINAL REPORT.

CALIFORNIA STATE COLL., DOMINGUEZ HILLS

REPORT NUMBER CRP-E-034

REPORT NUMBER BR-5-0791

PUB DATE AUG 67

CONTRACT OEC-5-10-300

EDRS PRICE MF-\$0.50 HC-\$4.76 117P.

DESCRIPTORS *ADMINISTRATIVE ORGANIZATION, *DATA PROCESSING, *HIGHER EDUCATION, *INFORMATION RETRIEVAL CALIF. STATE COLL., *INFORMATION STORAGE, *MANAGEMENT, CALIF. CODIFICATION, DOMINGUEZ HILLS.

THIS PROJECT SOUGHT TO DEVELOP AN OPERATIONAL "TOTAL" DATA SYSTEM FOR AN INSTITUTE OF HIGHER EDUCATION. THE REPORT SYNTHESIZES MANY PREVIOUS EXPERIENCES IN DATA PROCESSING, IN ORDER TO PRESCRIBE A MANAGEMENT INFORMATION SYSTEM SUITED TO COLLEGES AND UNIVERSITIES. IT WAS FELT THAT A BROAD BASE, GENERAL PURPOSE INFORMATION SYSTEM WOULD CENTRALIZE AND STRENGTHEN THE MANAGEMENT OF THE INSTITUTION. THE FUNDAMENTAL DESIGN PRINCIPLES OF THE SYSTEM WERE (1) THE DATA BASE ITSELF MAY BE REGARDED AS A SET OF FILES, (2) MAINTENANCE OF THE DATA BASE SHOULD BE EFFECTED ACCORDING TO SPECIFIC SCHEDULES, (3) INFORMATION RETRIEVAL SHOULD BE SCHEDULED TO CONSIDER THE TOTAL REQUIREMENTS OF THE INSTITUTION, (4) INTRODUCTION OF NEW DATA SHOULD BE ORDERLY, WITH MINIMAL CHANGE TO EXISTING PROGRAMS, (5) EDUCATIONAL ADMINISTRATORS AND RESEARCHERS SHOULD BE TRAINED IN THE USE OF THE DATA BASE. (MS)

ED 014 903 EM 006 004

TEACHING MACHINES AND PROGRAMMED LEARNING IN THE SOVIET BLOC-A SURVEY OF THE PUBLISHED LITERATURE, 1962-1963.

JOINT PUBLICATION RESEARCH SERVICE, WASHINGTON, D.C.

REPORT NUMBER JPRS-23-280

REPORT NUMBER TT-64-21587

PUB DATE 27 NOV 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CYBERNETICS, *PROGRAMMED INSTRUCTION, *PROGRAMMED TEXTS, *RESEARCH REVIEWS, *TEACH-

ING MACHINES, COMPUTER ASSISTED INSTRUCTION, CONFERENCES, PUBLICATIONS, USSR.

THIS REVIEW REPORTS THE STATE OF THE ART OF PROGRAMED INSTRUCTION IN THE SOVIET UNION. A NUMBER OF TEACHING MACHINES ARE DESCRIBED, AS ARE PROJECTED DEVELOPMENTS IN SOVIET PROGRAMED INSTRUCTION. IT IS EXPECTED THAT THE 4TH ALL-RUSSIAN CONFERENCE ON THE APPLICATION OF TECHNICAL DEVICES AND PROGRAMING IN EDUCATION (JAN. 1964) WILL PROVIDE FURTHER DATA. LITTLE IS SAID OF DEVELOPMENTS IN OTHER SOVIET BLOC COUNTRIES. A BIBLIOGRAPHY OF SOVIET REFERENCES AND ILLUSTRATIONS OF TEACHING DEVICES ARE APPENDED. COPIES OF THIS REPORT, COSTING \$0.75, MAY BE ORDERED FROM THE U.S. DEP. OF COMMERCE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, JOINT PUBLICATIONS RESEARCH SERVICE, BUILDING TEMPO E, EAST ADAMS DRIVE, 4TH AND 6TH STREETS, S.W., WASHINGTON, D.C. 20443. (MS)

ED 014 904 56 EM 006 005

SANDEFUR, J.T. AND OTHERS
OBSERVATION AND DEMONSTRATION IN TEACHER EDUCATION BY CLOSED CIRCUIT TELEVISION AND VIDEO TAPE RECORDINGS.

KANSAS STATE TEACHERS COLLEGE, EMPORIA

REPORT NUMBER BR-5-1009

PUB DATE JUL 67

EDRS PRICE MF-\$0.50 HC-\$4.88 120P.

DESCRIPTORS *ADULTS, *FEASIBILITY STUDIES, *STUDENT ATTITUDES, *TEACHER EDUCATION, *VIDEO TAPE RECORDINGS, INTERACTION PROCESS ANALYSIS, KANSAS.

THIS PROJECT WAS DESIGNED TO (1) ASSESS THE FEASIBILITY OF A COOPERATIVE EFFORT IN THE USE OF VIDEO TAPE RECORDINGS BETWEEN A STATE INSTITUTION AND PRIVATE LIBERAL ARTS COLLEGES, (2) TO EVALUATE VIDEO TAPE RECORDINGS AS A TOOL IN TEACHER EDUCATION, AND (3) TO EVALUATE INTERACTION ANALYSIS AS AN OBSERVATIONAL TOOL IN VIEWING VIDEO TAPE RECORDINGS OF TEACHING-LEARNING SITUATIONS. 16 PRIVATE COLLEGES WERE GIVEN THE USE OF A VIDEO TAPE VAN, EQUIPPED BY KANSAS STATE TEACHERS COLLEGE, FOR ONE WEEK. OPINION EVALUATION FORMS WERE COMPLETED BY THE STUDENTS WHO VIEWED THE VIDEOTAPE RECORDINGS, BY OFFICIALS OF THE COLLEGES, AND BY THE TECHNICIAN OPERATING THE VAN. THE COOPERATIVE PROJECT WAS FOUND TO BE FEASIBLE WITH RESPECT TO ADMINISTRATION, ACCEPTANCE, AND SUITABILITY. A SUBSAMPLE OF STUDENTS WHO HAD BEEN INTRODUCED TO THE FLANDERS' SYSTEM OF INTERACTION ANALYSIS AS AN OBSERVATIONAL TOOL WAS MORE POSITIVE TOWARDS VIDEO TAPE THAN THE STUDENTS WHO HAD NO KNOWLEDGE OF INTERACTION ANALYSIS. (MS)

ED 014 905 EM 006 006

CHAPMAN, DAVE AND OTHERS

DESIGN FOR ETV-PLANNING FOR SCHOOLS WITH TELEVISION.

EDUCATIONAL FACILITIES LABS. INC., NEW YORK, N.Y.

PUB DATE 60

EDRS PRICE MF-\$0.50 HC-\$4.08 100P.

DESCRIPTORS *CLASSROOM FURNITURE, *COSTS, *EDUCATIONAL EQUIPMENT, *FACILITY EXPANSION, *SCHOOL PLANNING.

ON THE PREMISE THAT THE DESIGN OF A SCHOOL, ITS SPACES AND FACILITIES MUST PERMIT AND SUPPORT THE EDUCATIONAL FUNCTION, THIS STUDY CONSIDERS THE POTENTIAL EFFECTS OF TV ON FUTURE SCHOOL STRUCTURE AND FACILITIES. THE CONCLUSION IS THAT NO SPECIAL ARCHITECTURAL ALLOWANCE NEED BE IMPOSED FOR TV RECEPTION IN THE SCHOOL BEYOND PROVISIONS FOR CABLE CONDUITS FOR CLOSED-CIRCUIT TRANSMISSION AND FOR STUDIOS USED TO ORIGINATE A PROGRAM. HOWEVER, DETAILED GUIDELINES FOR PLANNING FUTURE FACILITIES ARE PRESENTED IN COLOR SKETCHES AND PICTURES THROUGHOUT THE REPORT. THE INFORMATION WAS GATHERED THROUGH INTERVIEWS AND DISCUSSIONS WITH TEACHERS AND ADMINISTRATORS ACROSS THE U.S. CHAPTER 1 INCLUDES NUMERICAL, PERCENTAGE, AND COST DATA REGARDING CURRENT AND FUTURE STUDENT-TEACHER-SPACE RELATIONSHIPS. CHAPTER 2 DIAGRAMS TV SYSTEMS FOR VARYING SCHOOL NEEDS. CHAPTER 3 DETAILS THE RELATIONSHIP OF TEACHING IMAGE TO GROUP SIZE, VIEWING ANGLES AND DISTANCES, AND DISCUSSES ACOUSTICS, LIGHTING AND VENTILATION. CHAPTERS 4 AND 5 SKETCH EQUIPMENT AND SPACE DESIGNS. THE REPORT ENDS WITH BACKGROUND FACTS AND SOURCES, INCLUDING EQUIPMENT AND COST INFORMATION, AND A GLOSSARY. ADDITIONAL COPIES ARE AVAILABLE FROM THE OFFICE OF EDUCATIONAL FACILITIES LABORATORIES, INC., 477 MADISON AVE., NEW YORK 22, N.Y. (LH)

ED 014 906 64 EM 006 007

FINN, JAMES D. AND OTHERS

A STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES TO ASSIST IN CERTAIN EDUCATION PROGRAMS OF NATIONAL CONCERN. PART II-EDUCATIONAL MEDIA AND VOCATIONAL EDUCATION. FINAL REPORT.

EDUCATIONAL MEDIA COUNCIL INC., WASHINGTON, D.C.

REPORT NUMBER BR-5-0080-FR

PUB DATE 31 MAY 67

CONTRACT OEC-5-16-032

EDRS PRICE MF-\$1.00 HC-\$8.60 213P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *FEDERAL PROGRAMS, *INFORMATION DISSEMINATION, *INSTRUCTIONAL MEDIA, *VOCATIONAL EDUCATION, EQUIPMENT STANDARDS, FEASIBILITY STUDIES, GUIDANCE, MEDIA TECHNOLOGY, TECHNICAL EDUCATION.

THIS STUDY EXPLORED THE ROLE OF EDUCATIONAL MEDIA IN VOCATIONAL EDUCATION, TO ASSIST THE U.S. OFFICE OF EDUCATION IN FORMING EDUCATIONAL POLICY. 4 APPENDED POSITION PAPERS AND THE SECTIONS ON RESULTS AND RECOMMENDATIONS ARE THE MAIN ELEMENTS OF THE REPORT. THE STUDY RESULTS ARE A SERIES OF OBSERVATIONS ON VOCATIONAL EDUCATION'S INADEQUACIES IN (1) THE GENERAL USE OF MEDIA, (2) INSTRUCTIONAL MEDIA MATERIALS, (3) FACILITIES AND EQUIPMENT, AND (4) PERSONNEL TRAINING AND INFORMATION DISSEMINATION. A RECOMMENDATION THAT THE USOE RECOG-

NIZE THE GREAT CONTRIBUTIONS EDUCATIONAL MEDIA AND MEDIA SYSTEMS CAN MAKE TO VOCATIONAL EDUCATION IS SUPPORTED BY SPECIFICS URGING A NATIONAL PROGRAM TO PREPARE OCCUPATIONAL INFORMATION IN NEW MEDIA FORMS, NATIONAL CURRICULUM AND COURSE DEVELOPMENT PROJECTS, A MEDIA EVALUATION PROJECT, A PROJECT TO IDENTIFY AND MAKE AVAILABLE MEDIA MATERIALS DEVELOPED IN BUSINESS-INDUSTRY AND MILITARY GOVERNMENT, A SYSTEM PROVIDING INFORMATION ON NEEDED CHANGES IN MEDIA, USOE LEADERSHIP IN FORMING STANDARDS FOR INSTRUCTIONAL HARDWARE, A USOE PROGRAM OF MEDIA INFORMATION DISSEMINATION, MEDIA INSTITUTES FOR TEACHERS OF VOCATIONAL-TECHNICAL COURSE, AND THE ESTABLISHMENT OF AN AGENCY WITHIN THE USOE RESPONSIBLE FOR EDUCATIONAL MEDIA. (MS)

ED 014 907 56 EM 006 008

FLEMING, MALCOLM L.

INSTRUCTIONAL ILLUSTRATIONS-A SURVEY OF TYPES OCCURRING IN PRINT MATERIALS FOR FOUR SUBJECT AREAS.

INDIANA UNIV., BLOOMINGTON

REPORT NUMBER NDEA-VIA-1381

REPORT NUMBER BR-5-0512

PUB DATE NOV 66

GRANT OEG-7-24-0210-279

EDRS PRICE MF-\$1.75 HC-\$17.52 436P.

DESCRIPTORS *COMPARATIVE ANALYSIS, *ILLUSTRATIONS, *TAXONOMY, *TEXTBOOK EVALUATION, TESTS OF SIGNIFICANCE.

OBJECTIVES OF THIS STUDY WERE TO DESIGN AND TEST A TAXONOMY OF ILLUSTRATIONS OF 4 TYPES-PHYSICAL (PICTURES), VERBAL MODIFIER (CAPTION), EDUCATIONAL OBJECTIVE, AND SUBJECT MATTER. CHI-SQUARE ANALYSIS OF ASSOCIATION AMONG THE TYPES IN A SAMPLE OF 40 GRADE 8 TEXTS IN 4 SUBJECT AREAS WOULD SUGGEST HYPOTHESES FOR FURTHER SYSTEMATIC RESEARCH RELATING ILLUSTRATIONS TO STUDENT LEARNING AND PERCEPTION. A PROPORTIONAL RANDOM SAMPLE OF 787 ILLUSTRATIONS WAS DRAWN FROM ENGLISH, HISTORY, MATH AND SCIENCE TEXTS THAT WERE ASSUMED TO REPRESENT A RANGE OF ILLUSTRATION TYPES. THE PHYSICAL AND THE OBJECTIVE TYPES IN THE ILLUSTRATIONS WERE NOMINALLY CLASSIFIED BY TEACHER-JUDGES WITH RELIABILITY IN SOME INSTANCES AS LOW AS .55. MANY SIGNIFICANT ASSOCIATIONS WERE FOUND IN 101 CHI-SQUARE ANALYSES UNDER 6 HEADINGS, WITH THESE GENERAL CONCLUSIONS. SUBJECT MATTER WAS SIGNIFICANTLY ASSOCIATED WITH EDUCATIONAL OBJECTIVE TYPE ILLUSTRATIONS, AND WITH PHYSICAL ATTRIBUTES AND VERBAL MODIFIERS OF ILLUSTRATIONS. PHYSICAL ATTRIBUTES AND VERBAL MODIFIERS WERE SIGNIFICANTLY ASSOCIATED WITH THE KNOWLEDGE, ANALYSIS, SYNTHESIS, APPLICATION, AND APPRECIATION OBJECTIVES OF THE ILLUSTRATIONS, AND WITH THEIR LEVELS OF INVOLVEMENT (RELATIVE DIFFICULTY OF OBJECTIVES). (LH)

ED 014 908 56 EM 006 009

WOODRUFF, ARNOLD BOND SHIMA.

BUKURO, SHINKICHI

STUDIES ON INDIVIDUAL DIFFERENCES

RELATED TO PERFORMANCE ON PROGRAMED INSTRUCTION.
NORTHERN ILLINOIS UNIV., DE KALB
REPORT NUMBER CRP-3129
REPORT NUMBER BR-5-0599
PUB DATE 67

EDRS PRICE MF-\$0.50 HC-\$3.36 82P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *GENERAL SCIENCE, *GRADE 8, *INDIVIDUAL DIFFERENCES, *PROGRAMED INSTRUCTION, CREATIVITY, GRADE POINT AVERAGE, INTELLIGENCE QUOTIENT, PROMPTING, READING ABILITY, TMI-GROLIER'S COURSE IN GENERAL SCIENCE.

THIS STUDY WAS AN EXTENSION OF CRP-2284, WHICH RELATED METHODS OF PROGRAM USE TO LEARNER CHARACTERISTICS. 74 GRADE 8 STUDENTS TOOK A PROGRAMED COURSE IN GENERAL SCIENCE IMPLEMENTED IN 4 WAYS, (1) IN-CLASS STUDY WITH TEACHER-SCHEDULED PROGRESS RATE OR (2) STUDENT-SCHEDULED RATE, AND (3) OUT-OF-CLASS STUDY WITH TEACHER-OR (4) STUDENT-SCHEDULED RATE. THE RELATIONSHIP OF CERTAIN STUDENT TRAITS, I.Q., CREATIVITY, READING ABILITY, AND GRADE AVERAGE TO PERFORMANCE ON THE PROGRAM WAS MEASURED. THE CURRENT STUDY TRIED TO DISCOVER WHETHER PROGRAMED INSTRUCTION PROVIDES ADEQUATELY FOR DIFFERENCES AMONG LEARNERS. IT USED DATA OBTAINED BY THE PREVIOUS STUDY TO INVESTIGATE (1) THE EFFECTIVENESS OF IMMEDIATE KNOWLEDGE OF RESULTS IN EXTINGUISHING WRONG RESPONSES, (2) THE RELATIONSHIP BETWEEN ERROR RATE AND PROMPTING TECHNIQUES, (3) THE INCIDENCE OF BOREDOME SYMPTOMS, AND (4) THE VARIABILITY IN THE FREQUENCY OF BOREDOME SYMPTOMS OVER TIME. OF THESE MEASURES, ONLY NUMBER 2 WAS FOUND TO BE SIGNIFICANTLY RELATED TO LEARNER CHARACTERISTICS. STUDENTS WITH HIGHER LEARNING ABILITIES WORKING OUTSIDE OF CLASS MADE FEWER ERRORS ON FORMAL TYPE PROMPTS. THOSE WITH HIGHER CREATIVITY, WORKING OUTSIDE AT THEIR OWN RATES, MADE FEWER ERRORS ON THEMATIC TYPE PROMPTS. RECOMMENDATIONS AND A BIBLIOGRAPHY ARE PROVIDED. (MS)

ED 014 909 56 EM 006 010

MOORE, J. WILLIAM AND OTHERS
MOTIVATIONAL VARIABLES IN PROGRAMED LEARNING. THE ROLE OF NEED ACHIEVEMENT, FEAR OF FAILURE, AND STUDENT ESTIMATE OF ACHIEVEMENT AS A FUNCTION OF PROGRAM DIFFICULTY.
BUCKNELL UNIV., LEWISBURG, PA.
REPORT NUMBER BR-5-1381
REPORT NUMBER NDEA-VIIA-795
PUB DATE MAY 65

GRANT OEG-7-48-0070-149-1
EDRS PRICE MF-\$0.50 HC-\$3.24 79P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *GROUPING (INSTRUCTIONAL PURPOSES), *MOTIVATION, *PROGRAM CONTENT, *PROGRAMED INSTRUCTION, GRADE 8, LINEAR PROGRAMING, PACING, SET THEORY, TESTS OF SIGNIFICANCE, WILLIAMSPORT AREA JUNIOR HIGH SCHOOL.

STUDENTS' LOSS OF INTEREST IN LEARNING AS THE NOVELTY OF PROGRAMED INSTRUCTION WEARS OFF SUGGESTED THIS STUDY OF MOTIVATION AND ABILITY AS RELATED TO LEARNING RATE, STEP SIZE, ITEM DIFFICULTY, AND PERSONALITY VARIABLES WERE CONSI-

DERED BEFORE HYPOTHESIZING THAT STUDENTS OF EQUAL ABILITY WHO ARE STRONGLY MOTIVATED TO ACHIEVE WILL PREFER MORE DIFFICULT TEACHING FRAMES THAN STUDENTS WITH A STRONG "FEAR OF FAILURE." MEASURES OF ACHIEVEMENT MOTIVATION AND HOSTILE PRESS (MOTIVATION THROUGH FEAR OF FAILURE) WERE USED TO STUDY THE EFFECTS OF PROGRAM DIFFICULTY, DEFINED AS ERROR RATE, ON ACHIEVEMENT. GRADE 8 STUDENTS WERE RANDOMLY ASSIGNED TO 6 TREATMENTS TO LEARN SET THEORY FROM LINEAR PROGRAMS, HALF WITH CONSTRUCTED RESPONSES. SELF-PACING WAS ALLOWED. SCORES ON PRE- AND POST-TESTS OF ACHIEVEMENT AND ATTITUDE WERE COMPARED BY RIGOROUS SIGNIFICANCE TESTS, GIVING CONSIDERABLE IMPORT TO THESE CONCLUSIONS. STUDENTS HIGH ON HOSTILE PRESS AND ACHIEVEMENT MOTIVATION WERE HIGH ACHIEVERS. HIGH HOSTILE PRESS STUDENTS LEARNED MORE AND WERE MORE FAVORABLE TOWARD HIGH ERROR RATE PROGRAMS THAN LOW ONES, AND LOW HOSTILE PRESS STUDENTS LEARNED MORE AND WERE MORE FAVORABLE TOWARD LOW ERROR RATE PROGRAMS. (LH)

ED 014 910

EM 006 011

NATIONAL CONFERENCE FOR STATE DEPARTMENT OF EDUCATION PERSONNEL ON EDUCATIONAL TELEVISION, A SUMMARY REPORT (ATLANTA, MAY 10-12, 1966).

GEORGIA STATE DEPT. OF EDUCATION, ATLANTA

PUB DATE 12 MAY 66

EDRS PRICE MF-\$0.75 HC-\$8.28 205P.

DESCRIPTORS *ADMINISTRATIVE ORGANIZATION, *CONFERENCE REPORTS, *EDUCATIONAL TELEVISION, *STATE AGENCIES, *STATE OFFICIALS, ATLANTA, GA, STATE LEGISLATION.

THE MAJOR OBJECTIVES OF THE CONFERENCE WERE (1) TO ASSESS THE DEGREE OF INVOLVEMENT IN EDUCATIONAL TELEVISION OF STATE DEPARTMENTS OF EDUCATION IN THE U.S., (2) TO POINT OUT VARIOUS ORGANIZATIONAL PATTERNS INDICATING ENABLING LEGISLATION, SOURCES AND MAGNITUDE OF FINANCING, AND TYPES OF PERSONNEL REQUIRED, (3) TO SHOW THE DIMENSIONS OF UTILIZATION ACTIVITIES, AND (4) TO CONSIDER TRENDS OF DEVELOPMENT FOR FUTURE PLANNING. 3 GENERAL SESSIONS WERE HELD, DURING WHICH DELEGATES FROM VARIOUS STATES SPOKE ON TOPICS RELATED TO THESE OBJECTIVES. A SUMMARY OF EACH REPORT IS INCLUDED, ALONG WITH MAPS, GRAPHS, AND A LIST OF PARTICIPANTS IN THE CONFERENCE. (MS)

ED 014 911 56

EM 006 012

BLACK, HARVEY B.

RELEVANT AND IRRELEVANT PICTORIAL COLOR CUES IN DISCRIMINATION LEARNING-MANIPULATION OF CUE RELEVANCE, INSTRUCTIONAL STIMULI, PRACTICE PROCEDURES AND INTERVALS, SHAPE DISCRIMINABILITY, TEST PROCEDURES AND AGE OF SUBJECT.

INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VIIA-1170-FR

REPORT NUMBER BR-5-0871-FR

PUB DATE MAY 67

GRANT OEG-7-24-0210-227

EDRS PRICE MF-\$0.50 HC-\$3.88 95P.

DESCRIPTORS *AGE DIFFERENCES, *DISCRIMINATION LEARNING, *PAIRED ASSOCIATE LEARNING, *PICTORIAL STIMULI, *PROMPTING, LEARNING THEORIES.

BECAUSE THE EFFECTIVENESS OF COLOR IN PICTORIAL INSTRUCTIONAL MATERIALS WAS INDETERMINATE, 5 EXPERIMENTS WERE DESIGNED TO INVESTIGATE EFFECTS OF COLOR CUE RELEVANCE (DEFINED AS A CORRELATION OVER TRIALS BETWEEN PRESENTATION OF A GIVEN STIMULUS CUE AND REINFORCEMENT OF A PARTICULAR RESPONSE) ON PAIRED-ASSOCIATE LEARNING. OTHER INDEPENDENT VARIABLES ARE LISTED IN THE SUB-TITLE. STIMULI WERE VARIED WITH RESPECT TO INTER- AND INTRA-LIST DIFFERENCES IN DISCRIMINABILITY AND MEANINGFULNESS OF SHAPES. MANY SIGNIFICANT RELATIONSHIPS WERE FOUND BY ANALYSIS OF VARIANCE OF ERRORS IN ALL TRIALS AND ALL EXPERIMENTS. IN GENERAL, A POSITIVE RELATION WAS FOUND BETWEEN COLOR RELEVANCE AND NUMBER OF ERRORS DURING TRIALS OF COMPOUND STIMULUS ACQUISITION. SINCE SUBJECTS WERE 10 YEAR-OLDS AND ADULTS, A TENTATIVE CONCLUSION WAS THAT FACILITY IN CUE SELECTION IS A POSITIVE FUNCTION OF AGE. THIS RELATION MAY BE MEDIATED BY PRESENCE OF COMPOUND STIMULI WITHOUT COLOR COMPONENTS, AND ORDER OF SELECTION OF SHAPE AND COLOR COMPONENTS. FURTHER WORK ON MEDIATION, DISCRIMINATION, AND PROMPTING IS SUGGESTED. RESULTS ARE DISCUSSED IN TERMS OF STIMULUS-RESPONSE MODELS AND COGNITIVE DEVELOPMENT OF CHILDREN. THEY SUPPORT THE ASSUMPTION THAT COLOR CODING EFFECTS MAY BE INTERFERING OR FACILITATING, DEPENDING ON FACTORS OTHER THAN VISUAL DISPLAY CHARACTERISTICS. STATISTICAL TABLES, EXPERIMENTAL MATERIALS, AND REFERENCES ARE GIVEN. (LH)

ED 014 912 56 EM 006 015

SMITH, MARTINE E. SEIBERT, WARREN F.
PREDICTION OF EFFECTS WITH SELECTED CHARACTERISTICS OF LINEAR PROGRAMED INSTRUCTION. FINAL REPORT.
PURDUE UNIV., LAFAYETTE, IND.
REPORT NUMBER BR-5-0954
PUB DATE DEC 66

GRANT OEG-7-24-0280-273
EDRS PRICE MF-\$0.75 HC-\$5.36 132P.

DESCRIPTORS *FACTOR ANALYSIS, *LINEAR PROGRAMING, *PROGRAMED INSTRUCTION, *RESPONSE MODE, *VERBAL LEARNING, INDIANA, LAFAYETTE, PURDUE UNIVERSITY, STATISTICAL ANALYSIS.

ULTIMATE OBJECTIVE OF THIS STUDY IS A SYSTEM IN WHICH INSTRUCTORS MAY IDENTIFY RELEVANT AUDIENCE CHARACTERISTICS AND THEN DESIGN A PROGRAM TO OPTIMIZE LEARNING. MULTIPLE REGRESSION, FACTOR ANALYSIS, AND CROSS-VALIDATING PROCEDURES WERE USED TO ASSESS THE IMMEDIATE AND DELAYED LEARNING EFFECTS OF PROGRAMED INSTRUCTION. INDEPENDENT VARIABLES STUDIED WERE IN THE AREAS OF VERBAL LEARNING, READABILITY, INCIDENTAL LEARNING, AND RESPONSE DIFFICULTY. 144 PAID STUDENT VOLUNTEERS, PARTICIPANTS IN A PRIOR STUDY, WERE RANDOMLY ASSIGNED TO 3 GROUPS-EXPERIMENTAL, CONTROL, AND CLOZE SCORE. THE 2200 FRAME LINEAR PROGRAM USED TAUGHT

CLASSICAL AND OPERANT CONDITIONING. 183 CONSTRUCTED RESPONSE ITEMS FORMED THE CRITERION TEST, AND 6 GAIN SCORES WERE COMPUTED FOR EACH ITEM. COMPLETE STATISTICAL ANALYSIS WAS PERFORMED AND METHODOLOGICAL PROBLEMS WERE DISCUSSED FOR 37 INDEPENDENT VARIABLES. 9 FACTORS IDENTIFIED AND DISCUSSED WERE—QUANTITY OF INSTRUCTION (STEP SIZE), SENTENCE COMPLEXITY, CONCRETE VERSUS ABSTRACT INSTRUCTION, REVIEW, CLOZE SCORE, KEY TEAM, WORD COMPLEXITY, LARGEST FRAME, AND UNNAMED. NEW VARIABLES PROPOSED FOR FUTURE RESEARCH INCLUDE—CATEGORIES OF LEARNING, ESTIMATE OF THE EXTENT TO WHICH RE-CONDITIONS FOR MORE ADVANCED LEARNING ARE SATISFIED, AND INSTRUCTIONAL VARIABLES, SUCH AS FRAME ORDER. (LH)

ED 014 913 56 EM 006 019

SCHWARZWALDER, JOHN C.

AN INVESTIGATION OF THE RELATIVE EFFECTIVENESS OF CERTAIN SPECIFIC TV TECHNIQUES ON LEARNING. FINAL REPORT.

TWIN CITY AREA EDUCATIONAL TV CORP., ST. PAUL, MINN.

REPORT NUMBER NDEA-VIIA-085-FR

SAINT PAUL PUBLIC SCHOOLS, MINN.

PUB DATE 60

EDRS PRICE MF-00.25 HC-02.32 56P.

DESCRIPTORS *ACADEMIC ABILITY, *AURAL STIMULI, *EDUCATIONAL TELEVISION, *REINFORCEMENT, *VISUAL STIMULI, ACADEMIC ACHIEVEMENT, ANALYSIS OF VARIANCE, MINNESOTA, SCIENCE INSTRUCTION, ST. PAUL, TEACHING METHODS.

GOAL OF THIS STUDY WAS TO ASSESS THE EFFECTS OF CERTAIN AUDITORY AND VISUAL STIMULI PRESENTED BY EDUCATIONAL TV. SPECIFIC QUESTIONS ASKED WHETHER VISUAL REINFORCEMENT, CONTINUITY, AND MANIPULATION TECHNIQUES INCREASE MASTERY OF SCIENCE INFORMATION BY FIFTH GRADERS. 72 TV LESSONS IN 9 AREAS OF SCIENCE, VARYING COMBINATIONS OF THE 3 TECHNIQUES AT EACH OF 2 LEVELS, WERE PRODUCED. CLASSROOM INSTRUCTORS, EQUIPMENT, SELECTION, AND TESTING VARIABLES WERE CONTROLLED. A FACTORIAL DESIGN TO TEST EFFECTS OF THE TECHNIQUES AND THEIR INTERACTIONS BY ANALYSIS OF VARIANCE WAS EMPLOYED. FOR 40 CLASSES, PRE-TEST SCORES OF MENTAL ABILITY WERE USED AS COVARIATES WITH IMMEDIATE POST-TEST SCORES OF ACHIEVEMENT. THE AUTHORS USED THE .10 LEVEL OF SIGNIFICANCE BECAUSE EDUCATIONAL TV RESEARCH WAS A NEW AND UNREFINED FIELD. MISSING DATA WERE PREDICTED FROM A REGRESSION EQUATION. 22 OF THE 63 DIFFERENCES WERE REPORTED AS SIGNIFICANT. OF THESE 20 WERE SIGNIFICANT AT THE .05 LEVEL. MOST OF THESE DIFFERENCES IN ACHIEVEMENT RESULTED FROM INTERACTION OF TWO TECHNIQUES, SHOWING THAT THE TV APPEARED TO FACILITATE TEACHER EFFORTS. IMPLICATIONS FOR FURTHER RESEARCH ARE DISCUSSED. (LH)

ED 014 914 56 EM 006 020

CAMPBELL, VINCENT N. AND OTHERS
EFFECTS OF MATHEMATICAL ABILITY, PRETRAINING, AND INTEREST ON SELF-DIRECTION IN PROGRAMED INSTRUCTION.

AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES

REPORT NUMBER AIR-D10-10-63-TR

PUB DATE OCT 63

GRANT OEG-7-48-0000-183

EDRS PRICE MF-00.25 HC-00.84 19P.

DESCRIPTORS *ACADEMIC ABILITY, *INDEPENDENT STUDY, *LINEAR PROGRAMING, *PROGRAMED INSTRUCTION, GRADE 9, MATHEMATICS, SAN MATEO UNION HIGH SCHOOL DISTRICT, STATISTICAL ANALYSIS.

THE HYPOTHESIS OF THIS EXPERIMENT WAS THAT SELF-DIRECTION WOULD BE MORE EFFECTIVE WITH STUDENTS OF HIGH RATHER THAN LOW ABILITY AND INTEREST PROVIDED THEY HAD HAD COACHED PRACTICE IN SELF-DIRECTED USE OF PROGRAMED MATERIALS. SUBJECTS WERE 34 GRADE 9 ALGEBRA STUDENTS. THEY COMPLETED PRE-EXPERIMENTAL ABILITY TESTS AND INTEREST QUESTIONNAIRES. HALF WERE PAID FOR PRE-TRAINING SESSIONS DURING WHICH THEY WERE EXPOSED TO LINEAR (L) AND SELF-DIRECTED (SD) PROGRAMS ON PERMUTATIONS. KEY FEATURE OF THE SD PROGRAM WAS COMPLETE FREEDOM AS TO EXTENT, SEQUENCE, AND METHOD OF STUDY. THEN THE VARIABLES PROGRAM TYPE AND PRE-TRAINING WERE TESTED WITH PROGRAMS ON SET THEORY. ANALYSIS OF COVARIANCE ON GAIN SCORES AND POST-TEST QUESTIONNAIRES SUPPORTED THE HYPOTHESIS AND SUGGESTED THAT SD TECHNIQUES ARE MORE POPULAR WITH HIGH ABILITY STUDENTS AND ARE MORE EFFECTIVE AFTER PRACTICE AND DISCUSSION OF SELF-DIRECTION. THE SD GROUP SHOWED MARKED SUPERIORITY ON THE PRE-TRAINING TOPIC ITSELF. (LH)

ED 014 915 56 EM 006 021

CAMPBELL, VINCENT N. BIVENS,

LYLE W.

SELF-DIRECTION IN PROGRAMED GEOGRAPHY INSTRUCTION.

AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES

REPORT NUMBER AIR-D10-11-63-TH-A

PUB DATE NOV 63

GRANT OEG-7-48-0000-183

EDRS PRICE MF-00.25 HC-01.04 24P.

DESCRIPTORS *INDEPENDENT STUDY, *LEARNING ACTIVITIES, *LINEAR PROGRAMING, *MOTIVATION TECHNIQUES, *PROGRAMED INSTRUCTION, CONVENTIONAL INSTRUCTION EXPERIMENT, GEOGRAPHY INSTRUCTION, GRADE 5, GRADE 6, MENLO PARK ELEMENTARY SCHOOL DISTRICT.

AS PART OF A PROJECT TO IMPROVE PROGRAMED INSTRUCTION BY GIVING THE STUDENT MORE FREEDOM OF CHOICE AND RESPONSIBILITY FOR LEARNING, THIS FIELD-TYPE EXPERIMENT EXPOSED 178 STUDENTS IN 7 GRADE 5 AND 6 CLASSES TO LINEAR (L) AND SELF-DIRECTED (SD) PROGRAMS, AND NO-PROGRAM (NP) INSTRUCTION IN GEOGRAPHY. (SELF-DIRECTION ALLOWS THE STUDENT MAXIMUM FREEDOM IN SEQUENCE, EXTENT, AND METHOD OF STUDY.) ALSO VARIED IN THE DESIGN WAS A LIST OF PREMOTIVATING QUESTIONS GIVEN 2 CLASSES BEFORE THEY BEGAN THE PROGRAMS. STUDENTS IN BOTH L AND SD GROUPS REPORTED LITTLE DIFFERENCE IN ACTUAL STUDY PROCEDURES, THUS EXPLAINING A RESULT OF NO DIFFERENCES IN EFFECTIVENESS OF THE 2 PROGRAMS ON THE CRITERION ACHIEVEMENT TEST, AND IN MEAN STUDY TIME. THE PREMOTIVATING QUESTIONS HAD A NEGATIVE EFFECT, AND TEACHERS REPORTED A NEED

FOR MORE VARIETY IN STUDY ACTIVITY. IN REFERENCE TO THE NP GROUP, THE AUTHORS POINT OUT THAT GIVING STUDENTS FREEDOM TO USE PROGRAMED MATERIALS IN ANY WAY THEY PLEASED DID NOT DETRACT FROM LEARNING. (LH)

ED 014 916 56 EM 006 022

CAMPBELL, VINCENT N.

LEARNING-FROM R-M THEORY TO EDUCATIONAL PLANNING.

AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES

REPORT NUMBER AIR-D10-11-63-TR-B

PUB DATE NOV 63

GRANT OEG-7-48-0000-18

EDRS PRICE MF-00.25 HC-01.80 43P.

DESCRIPTORS *COGNITIVE PROCESSES, *EDUCATIONAL STRATEGIES, *LEARNING MOTIVATION, *LEARNING THEORIES, *MODELS.

THIS THEORETICAL PAPER COMBINES FAMILIAR PSYCHOLOGICAL VARIABLES IN A NEW SYSTEM DESIGNED MAINLY FOR PARSIMONY. PRINCIPAL CONSTRUCTS ARE REPRESENTATION, (R) A UNIT OF COGNITIVE ACTIVITY, AND M-VALUE, (M) A MOTIVATIONAL OR HEDONIC DIMENSION, OR THE PLEASANTNESS OF THE ACTIVITY OF AN R. A PROBABILITY-DECISION MODEL RELATES R'S AND THEIR AVERAGE M-VALUES. THE THEORY IMPLIES THAT MANY REPEATED ENCOUNTERS WITH ABOUT THE SAME SITUATION ALLOW R'S TO BE MORE PREDICTABLE, WITH DEVELOPMENT OF SMOOTH BEHAVIOR SEQUENCES. ALSO INFERRABLE ARE THE LAW OF EFFECT, GENERALIZATION, SATIATION, AND CURIOSITY. THIS FLEXIBLE THEORY CAN BE USED IN CLOSE COALITION WITH COMMON SENSE, EMPATHY, AND INTROSPECTION. DIFFERENCES AMONG REALISTIC LEARNING SITUATIONS ARE DISCUSSED IN TERMS OF DEGREE OF ASSOCIATION SOUGHT, SPECIFICITY AND SYMBOLIC CONTROL OF R'S, AND HIERARCHICAL RELATIONS AMONG R'S. TRYING AND MEANINGFULNESS, DEFINED IN R-M TERMS, ARE SUGGESTED AS 2 FACTORS MOST FAVORABLE TO ANY TYPE OF LEARNING. FINALLY, GENERAL IMPLICATIONS FOR EDUCATIONAL STRATEGY, SUCH AS DEGREE OF LEARNER CONTROL OF THE LEARNING SITUATION, ARE NOTED. (LH)

ED 014 917 56 EM 006 023

BERLINER, DAVID C. AND OTHERS

MEMORY SPAN AND SELF-DIRECTION IN SERIAL LEARNING OF NAMES.

AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES

REPORT NUMBER AIR-D10-12-63-TR-A

REPORT NUMBER NDEA-VIIA-946

PUB DATE DEC 63

GRANT OEG-7-48-0000-183

EDRS PRICE MF-00.25 HC-00.52 11P.

DESCRIPTORS *FEASIBILITY STUDIES, *INDEPENDENT STUDY, *LEARNING PROCESSES, *RETENTION STUDIES, *ROTE LEARNING, CUPERTINO UNION SCHOOL DISTRICT.

THIS STUDY SOUGHT TO DETERMINE WHETHER SERIAL LEARNING EFFICIENCY DEPENDS ON THE RELATIONSHIP BETWEEN PART SIZE AND THE EMPIRICALLY DETERMINED MEMORY SPAN OF THE LEARNERS. ISSUES EXPLORED WERE THE TRADE-OFF BETWEEN REHEARSABILITY AND EFFORT IN OPTIMIZING THIS RELATIONSHIP, AND FEASIBILITY OF A FLEXIBLE PART SIZE. A MEASURE OF MEMORY SPAN WAS COMPUTED,

AND THEN 65 GRADE 6 STUDENTS WERE RANDOMLY ASSIGNED TO 3 TREATMENT GROUPS, 2 VARYING PART SIZE AND 1 A SELF-DIRECTED (COMPLETE FREEDOM IN METHOD OF STUDY) GROUP. A LIST OF LAST NAMES OF THE FIRST 30 U.S. PRESIDENTS WERE PRESENTED IN WHOLE OR IN PART ON 6 TRIALS. SCORES AT 3 MEMORY SPAN LEVELS SHOW A GREATER EFFECTIVENESS OF A PART SIZE SUBSTANTIALLY LARGER THAN MEMORY SPAN, SUGGESTING THAT EFFORT INDUCED BY STRETCHING THE LEARNER'S MEMORY SPAN MAY BE MORE IMPORTANT THAN GUARANTEE OF IMMEDIATE REHEARSAL. BUT OTHER DATA PRESENTED CONTRADICT THIS AND SUGGEST AN ALTERNATE, UNKNOWN EXPLANATION. (LH)

ED 014918 FL 000 249

WATTS, GEORGE B.
THE TEACHING OF FRENCH IN THE UNITED STATES-A HISTORY.
AMERICAN ASSN. OF TEACHERS OF FRENCH

PUB DATE OCT 63
EDRS PRICE MF-\$0.75 HC-\$6.64 164P.

DESCRIPTORS *COLLEGE LANGUAGE PROGRAMS, *FRENCH, *HISTORICAL REVIEWS, *LANGUAGE INSTRUCTION, *SECONDARY SCHOOLS, AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, EDUCATIONAL TRENDS, FLES, LANGUAGE ENROLLMENT, LANGUAGE LABORATORIES, MODERN LANGUAGE ASSOCIATION, PROFESSIONAL ASSOCIATIONS, TEACHING TECHNIQUES, TELEVIEWED INSTRUCTION, TEXTBOOKS, UNITED STATES HISTORY.

A REPORT ON THE HISTORY OF FRENCH TEACHING IN THE UNITED STATES MAKES US AWARE OF THE GROWTH OF INTEREST IN MODERN LANGUAGE STUDY WHILE FOCUSING SPECIFICALLY ON THE DEVELOPMENT OF FRENCH INSTRUCTION. THE CONSEQUENT STUDY OF FRENCH IS TRACED IN THE OPENING CHAPTER WITH A BRIEF PICTURE OF THE TIES BETWEEN FRANCE AND THE AMERICAN COLONIES. "SCHOOLS AND COLLEGES" FOLLOWS, WITH A BREAKDOWN OF THE HISTORICAL DEVELOPMENT OF FRENCH INSTRUCTION AND THE CHANGING EDUCATIONAL POLICY TOWARD LANGUAGE STUDY BY SCHOOL TYPES-PUBLIC SECONDARY, ELEMENTARY, AND RELIGIOUS SCHOOLS, COLLEGES, UNIVERSITIES, COMMERCIAL, SUMMER LANGUAGE INSTITUTES, AND JUNIOR YEAR ABROAD PROGRAMS. "TEXTS, TECHNIQUES, AND TEACHING EQUIPMENT" AND "LANGUAGE ASSOCIATIONS" ARE THE TWO CONCLUDING CHAPTERS WHICH DESCRIBE THE TYPES OF BOOKS AND MATERIALS USED FROM COLONIAL DAYS TO THE PRESENT AND A BRIEF BACKGROUND OF SUCH RELATED ORGANIZATIONS AS THE MODERN LANGUAGE ASSOCIATION OF AMERICA AND THE AMERICAN ASSOCIATION OF TEACHERS OF FRENCH. THIS DOCUMENT WAS PUBLISHED IN "THE FRENCH REVIEW," VOLUME 37, NUMBER 1, PART 2. (SS)

ED 014 919 FL 000 265

KIRKWOOD, HENRY W.
TRANSLATION AS A BASIS FOR CONTRASTIVE LINGUISTIC ANALYSIS.

PUB DATE SEP 66
EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *ADVANCED STUDENTS, *CONTRASTIVE LINGUISTICS, *SECOND LANGUAGE LEARNING, *TEACHING TECHNIQUES, *TRANSLATION, APPLIED

LINGUISTICS, GERMAN, LANGUAGE INSTRUCTION, LANGUAGE PATTERNS.

LANGUAGES SHOW CHARACTERISTIC DIFFERENCES IN THE WAY IN WHICH THEY ORGANIZE OBJECTIVE EXPERIENCE AND THESE DIFFERENCES ARE REFLECTED IN THE FORMAL AND SEMANTIC PATTERNING OF EACH LANGUAGE. A CONTRASTIVE APPROACH TO LANGUAGE LEARNING WHICH PAYS PARTICULAR ATTENTION TO POINTS OF FORMAL AND FUNCTIONAL DIFFERENCE BETWEEN ELEMENTS OF THE NATIVE LANGUAGE AND THOSE OF THE FOREIGN LANGUAGE WILL HELP THE LEARNER TO COME TO TERMS WITH AND RESOLVE THE DIFFICULTIES ENCOUNTERED. ONE LANGUAGE MAY MAKE SEMANTIC DISTINCTIONS NOT MADE IN ANOTHER, I.E., IT MAY DIVIDE INTO SEVERAL CATEGORIES WHAT ANOTHER LANGUAGE SUBSUMES UNDER ONE CATEGORY. SUCH DIVERGENCE IS OFTEN FOUND ON THE LEVEL OF EVERYDAY SPEECH (E.G., ENGLISH "BRUSH"-GERMAN "BUERSTE"/"PINSEL"/"BESEN"). LEXICAL ITEMS MAY DIFFER IN THEIR COLLOCATIONAL RANGE (E.G., "WIDE"/"WEIT"). ASPECTUAL DIFFERENCES EXPRESSED GRAMMATICALLY IN ENGLISH ARE OFTEN EXPRESSED BY LEXICAL MEANS IN GERMAN (AS IN THE QUESTIONS, "HAVE YOU BEEN THERE?"-"WAREN SIE SCHON MAL DA." "WERE YOU THERE?"-"WAREN SIE (DAMALS, ZU DER ZEIT) DA?"). AT AN ADVANCED STAGE OF LANGUAGE LEARNING TRANSLATION MAY BE AN EMPIRICAL MEANS OF COMING TO TERMS WITH SEMANTIC AND SYNTACTIC DIFFERENCES. THE CONFRONTATION OF A COMPLETE UTTERANCE IN THE NATIVE LANGUAGE WITH ALL THE POSSIBLE CONTEXTUAL EQUIVALENTS IN THE FOREIGN LANGUAGE WILL SHOW FORMAL AND FUNCTIONAL DIFFERENCES AND HELP TO CREATE IN THE LEARNER'S MIND A LINGUISTIC AWARENESS WHICH WILL MAKE THE ACQUISITION OF THE FOREIGN LANGUAGE MORE MEANINGFUL. THIS ARTICLE APPEARED IN THE "INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING," VOLUME 4, NUMBER 3, SEPTEMBER 1966, PAGES 175-182. (AUTHOR)

ED 014 920 FL 000 269

JAY, CHARLES D.
A GLANCE AT LINGUISTICS-ITS RELEVANCE TO THE AUDIO-LINGUAL METHOD IN THE TEACHING OF FOREIGN LANGUAGES.

PUB DATE OCT 66
EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *AUDIOLINGUAL METHODS, *LANGUAGE INSTRUCTION, *MODERN LANGUAGE CURRICULUM, *MODERN LANGUAGES, LANGUAGE LEARNING LEVELS, LANGUAGE SKILLS, LINGUISTICS.

A KNOWLEDGE OF LINGUISTIC PRINCIPLES HELPS THE TEACHER USING THE AUDIOLINGUAL METHOD TO TEACH THE BASIC SKILLS IN THE NECESSARY ORDER OF

SEQUENCE-COMPREHENSION, SPEAKING, READING, AND WRITING-WITHOUT NEGLECTING ANY OF THEM. LINGUISTIC KNOWLEDGE MAKES REALIZABLE (1) AUTOMATION OF DIFFICULT LANGUAGE ITEMS, (2) MAJOR VOCABULARY EXPANSION IN REALISTIC READING CONTEXT, (3) MASTERY OF A LIMITED AMOUNT OF MATERIAL, (4) IMPROVEMENT OF SPEECH HABITS THROUGH MIMICRY OF NATIVE SPEAKERS, AND (5) THE EXTENSION OF LEARNING WITHIN THE MASTERY FRAMEWORK. DESPITE EXISTING OPPOSITION TO LINGUISTICALLY IN-

SPIRED AUDIOLINGUAL METHODS, IT APPEARS THAT LINGUISTICS WILL CONTINUE TO DOMINATE FOREIGN LANGUAGE INSTRUCTION. THIS ARTICLE APPEARED IN THE "ILLINOIS JOURNAL OF EDUCATION," VOLUME 57, NUMBER 6, OCTOBER 1966, PAGES 23-26. (AB)

ED 014 921 FL 000 292

JOHNSON, CHARLES E. AND OTHERS
THE NON-SPECIALIST TEACHER IN FLES.
NATIONAL FED. OF MODERN LANGUAGE TEACHERS ASSN.

PUB DATE FEB 67
EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *FLES PROGRAMS, *FLES TEACHERS, *INSTRUCTIONAL TELEVISION, *LANGUAGE RESEARCH, *SPANISH, ACHIEVEMENT, AUDIOLINGUAL SKILLS, CHAMPAIGN, CLOSED CIRCUIT TELEVISION, EXPERIMENTAL GROUPS, EXPERIMENTAL TEACHING, ILLINOIS, PROGRAM EVALUATION, STATISTICAL DATA, TAPE RECORDINGS, TEACHING TECHNIQUES.

A 3-YEAR EXPERIMENT, BEGUN IN 1959 IN THE CHAMPAIGN, ILLINOIS PUBLIC SCHOOLS, WAS DESIGNED TO DETERMINE THE EFFECTIVENESS OF NONSPECIALISTS IN FLES PROGRAMS. THE TWO CONTROL CLASSES IN THE EXPERIMENT WERE TAUGHT BY A SPECIALIST WHO MODELED, APPRAISED, AND REPRESENTED THE CULTURE OF THE LANGUAGE IN AN AUDIOLINGUALLY ORIENTED CLASSROOM SITUATION, WHILE THE TWO EXPERIMENTAL CLASSES, TAUGHT BY NONSPECIALISTS, HAD THEIR LEARNING ACTIVITIES CENTERED ON CLOSED CIRCUIT TELECASTS AND PROFESSIONALLY PREPARED AND COORDINATED TAPES RECORDED BY NATIVE INFORMANTS. ALTHOUGH THE CONTROL GROUPS SURPASSED THE EXPERIMENTAL GROUPS IN THE AREAS OF PRONUNCIATION, ORAL READING, AND IMMEDIACY AND APPROPRIATENESS OF RESPONSE ON THE PICTORIAL, TAPED, AND PERSONAL EVALUATION TESTS, THE EXPERIMENTAL GROUPS PERFORMED SUBSTANTIALLY ABOVE THE ACHIEVEMENT LEVEL OF 60 PERCENT OF THE MEAN RAW SCORE OBTAINED BY THE CONTROL GROUP, WHICH HAD PREVIOUSLY BEEN DETERMINED AS ACCEPTABLE. THE RESULTS SUPPORTED THE HYPOTHESIS THAT GENERAL ELEMENTARY TEACHERS, WITH THE AID OF A SPECIALLY DESIGNED PROGRAM AND NEWER MEDIA, CAN GUIDE FLES STUDENTS TO A LISTENING AND READING COMPREHENSION LEVEL COMPARABLE TO THAT ACHIEVED BY CLASSES TAUGHT BY SPECIALISTS, BUT CANNOT TRAIN STUDENTS ADEQUATELY TO RESPOND IN CONVERSATIONAL SETTINGS. THIS ARTICLE APPEARED IN THE "MODERN LANGUAGE JOURNAL," VOLUME 51, NUMBER 2, FEBRUARY 1967, PAGES 76-79. (AB)

ED 014 922 FL 000 569

BURDETT, BRUCE E.
FOREIGN LANGUAGE TEACHING-A REVIEW OF CURRENT PROBLEMS.

NATIONAL ASSN. OF INDEPENDENT SCHOOLS, BOSTON
PUB DATE OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *CURRICULUM EVALUATION, *LANGUAGE INSTRUCTION, *LANGUAGE TEACHERS, *MODERN LANGUAGE CURRICULUM, *REVIEW (REEXAMINATION), COLLEGE ENTRANCE EXAMINATION BOARD, COLLEGE TEACHERS, CURRICULUM DEVELOPMENT, CUR-

RICULUM PROBLEMS, INSTRUCTIONAL MATERIALS, LANGUAGE LABORATORY USE, LANGUAGE PROGRAMS, LANGUAGE TESTS, MATERIAL DEVELOPMENT, NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS, SECONDARY SCHOOL TEACHERS, TESTING PROGRAMS.

BECAUSE FOREIGN LANGUAGE TEACHERS HAVE NOT SUCCEEDED IN CRITICIZING OPENLY THE ILLS OF THE PROFESSION, A NUMBER OF CRITICAL PROBLEMS REMAIN UNSOLVED. IF THE NEED FOR UPGRADED SPECIFIC KINDS OF MATERIALS WOULD BE ARTICULATED OPENLY, PERHAPS PUBLISHERS WOULD PRODUCE MORE EFFECTIVE AND APPEALING TEXTBOOKS. IF THE PROFESSION WOULD RECOGNIZE THE POTENTIALS AND LIMITATIONS OF THE LABORATORY AS A PROGRAM SUPPLEMENT, THE NEED FOR DEVELOPING BETTER MATERIALS FOR PRACTICAL INSTRUCTIONAL PURPOSES, AND THE DESIRABILITY OF HAVING OPERATIONALLY AND MECHANICALLY LESS COMPLEX NEW EQUIPMENT DESIGNED FOR TEACHER USE, IT COULD GEAR THE REBIRTH OF THE LANGUAGE LABORATORY MOVEMENT TO FIT ITS PROJECTED TEACHING GOALS. IF A MORE EFFECTIVE DIALOG WERE TO EXIST BETWEEN THE COLLEGE ENTRANCE EXAMINATION BOARD (CEE) AND SECONDARY AND COLLEGE TEACHERS, MUCH COULD BE ACCOMPLISHED IN HELPING THE TESTING SERVICE KEEP ITS MEASUREMENT PROCESSES MORE REALISTICALLY ATTUNED TO THE TREND IN MODERN LANGUAGE CURRICULUMS OF DEVELOPING ALL FOUR LANGUAGE SKILLS. FURTHERMORE, CEEB COULD HAVE A GREAT IMPACT NATIONALLY ON IMPROVING LANGUAGE TEACHING PRACTICES BY OUTLINING THE PEDAGOGICAL THEORY AND PHILOSOPHY UNDERLYING ITS TESTING TECHNIQUES. THIS ARTICLE APPEARED IN "THE INDEPENDENT SCHOOL BULLETIN," VOLUME 27, NUMBER 1, OCTOBER 1967, PAGES 39-43. (AB)

ED 014 923 FL 000 571
JENNINGS, LEE B.

CLASSROOM TRANSLATION-A LESSER BUGBEAR.

AMERICAN ASSN. OF TEACHERS OF GERMAN

PUB DATE SEP 67

EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *LEARNING THEORIES, *MODERN LANGUAGES, *READING SKILLS, *SECOND LANGUAGE LEARNING, *TRANSLATION, GERMAN, READING, READING ABILITY, READING ACHIEVEMENT, READING COMPREHENSION, READING DEVELOPMENT, READING DIAGNOSIS, READING INSTRUCTION, READING MATERIALS, READING TESTS, TEACHING TECHNIQUES.

ALTHOUGH TRANSLATION, A SKILL NOT CONSIDERED USEFUL IN A BASIC AUDIOLINGUAL MODERN LANGUAGE PROGRAM, HAS BEEN DISPENSED WITH, READING, ANOTHER SPECIALIZED SKILL NOT AUTOMATICALLY ACQUIRED ALONG WITH THE ABILITY TO COMMUNICATE ORALLY, APPEARS TO BE LESS CONTROVERSIAL. IF, THEN, READING CONTINUES AS A GOAL OF LANGUAGE TEACHING, IT MUST BE TESTED NOT ONLY TO DISCOVER THE EXTENT TO WHICH THE SKILL HAS BEEN MASTERED, BUT ALSO TO IDENTIFY PROBLEM AREAS FOR REMEDIAL PURPOSES. UNTIL READING MATERIALS ARE DEVELOPED THAT INCLUDE EXTENSIVE, COORDINATED SELF-TESTING DEVICES, IT APPEARS

THAT THE REJECTION OF EFFECTIVELY USED TRANSLATION PROCEDURES HAS BEEN PREMATURE. IF EMPLOYED PROPERLY TO ACCOMPLISH DEFINITE PURPOSES, TRANSLATION CAN BE (1) A MEANS OF PROVIDING A CONTINUOUS CHECK AND CORRECTION OF FINE-STRUCTURE COMPREHENSION, (2) A METHOD OF TESTING ACCURATE COMPREHENSION ON EXAMINATIONS, PROVIDED THAT THEY ARE CORRECTED WITH THE IDEA OF APPRAISING THE PRESENCE OF FALSE MEANINGS RATHER THAN THE ABSENCE OF CORRECT ONES, AND (3) A TECHNIQUE TO POINT OUT SEMANTIC DIFFERENCES THAT WOULD OTHERWISE HAVE GONE UNNOTICED. FOR THESE AND OTHER POSSIBLE REASONS, IT IS, PERHAPS, TIME TO REINSTATE TRANSLATION AS ONE OF THE MEANINGFUL TOOLS OF THE LANGUAGE TEACHER. THIS ARTICLE APPEARED IN "THE GERMAN QUARTERLY," VOLUME 40, SEPTEMBER 1967, PAGES 518-529. (AB)

ED 014 924 FL 000 602
BUMPURS, CARL J.

TECHNICAL DICTIONARY, ENGLISH-FRENCH.

PEACE CORPS (DEPT. OF STATE), WASHINGTON, D.C.

PUB DATE SEP 67

EDRS PRICE MF-\$0.25 HC-\$1.72 41P.

DESCRIPTORS *DICTIONARIES, *ENGLISH, *FRENCH, *TECHNOLOGY, INDUSTRIAL EDUCATION, INSTRUCTIONAL MATERIALS, PEACE CORPS.

OVER 2,000 FRENCH EQUIVALENTS OF ENGLISH WORDS AND PHRASES, MOST OF THEM MECHANICAL TERMS, ARE INCLUDED. PARTS OF SPEECH AND GENDER ARE NOTED. (AF)

ED 014 925 FL 000 604

POLITZER, ROBERT L.

THE ETERNAL DILEMMAS.

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$0.30 3P.

DESCRIPTORS *AUDIOLINGUAL METHODS, *LANGUAGE INSTRUCTION, *LEARNING THEORIES, *MODERN LANGUAGE CURRICULUM, *SECOND LANGUAGE LEARNING, AUDIOLINGUAL SKILLS, CONCEPT TEACHING, CONDITIONED RESPONSE, FLES, GRAMMAR TRANSLATION METHOD, LANGUAGE PROGRAMS, LANGUAGE SKILLS, TEACHING METHODS.

THE AMBIGUITY AND AMBIVALENCE THAT CHARACTERIZE ALL DISCUSSIONS AND RECOMMENDATIONS PERTAINING TO LANGUAGE TEACHING METHODOLOGY ARE DERIVED FROM THE "DOUBLE NATURE" OF THE SUBJECT TO COMPLICATE THE SITUATION FURTHER, THERE IS NO CERTAINTY THAT EITHER THE "CONDITIONED" OR "CONCEPTUAL" MODES OF LANGUAGE LEARNING REALLY COMPLEMENT EACH OTHER. THE DUAL NATURE OF LANGUAGE INSTRUCTION AND LANGUAGE LEARNING SUGGESTS RATHER THAT THE LANGUAGE TEACHER MUST LEARN TO COMPROMISE, TO MAKE THE BEST POSSIBLE DECISION, AND TO BALANCE OPPOSING POINTS OF VIEW IN A GIVEN SITUATION. DILEMMAS THAT WILL NOT DISAPPEAR ARE WHETHER TO (1) MEMORIZE DIALOGS AT THE EXPENSE OF LEARNING GRAMMAR RULES, (2) USE ENGLISH IN THE CLASS, (3) POSTPONE THE INTRODUCTION OF LITERATURE AND CULTURE TO THE HIGHER LEVELS,

(4) TEACH ONLY AUDIOLINGUAL SKILLS AT THE BEGINNING LEVEL, (5) START LANGUAGE INSTRUCTION IN THE LOWER ELEMENTARY GRADES, AND (6) USE EXCLUSIVELY EITHER THE DIRECT OR INDIRECT METHODS. HOWEVER, WITH CONTINUED EXPERIENCE, RESEARCH, AND ANALYTIC UNDERSTANDING PROVIDED BY LINGUISTIC AND PSYCHOLOGICAL KNOWLEDGE, THERE IS THE HOPE THAT THE PROFESSION WILL BETTER UNDERSTAND THE ALTERNATIVES AND MAKE WISER DECISIONS. THIS ARTICLE APPEARED IN "THE FLORIDA FL REPORTER," VOLUME 4, NUMBER 2, WINTER 1966-66, PAGES 11-12, 14. (AB)

ED 014 926 FL 000 606

MILDENBERGER, KEN JETH W.

PROSPECTS FOR A UNIFIED PROFESSION. NATIONAL FED. OF MODERN LANGUAGE TEACHERS ASSN.

PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *LANGUAGE INSTRUCTION, *LANGUAGE TEACHERS, *PROFESSIONAL ASSOCIATIONS, *SPEECHES, *TEACHER ASSOCIATIONS, ACTFL, AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, STATE SUPERVISORS.

THE FORMATION OF A NEW ORGANIZATION, THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL), WILL PROVIDE AN INSTITUTIONAL CENTER FOR THE NEW PROFESSIONALISM THAT HAS DEVELOPED SINCE 1952 AMONG FOREIGN LANGUAGE TEACHERS AND SUPERVISORS. THIS MEMBERSHIP ORGANIZATION, COUPLED WITH ADEQUATE ACCESS TO INFORMATION IN THE FIELD OF FOREIGN LANGUAGE TEACHING (MADE POSSIBLE BY THE EDUCATIONAL RESOURCES INFORMATION CENTER), WILL ENABLE TEACHERS OF ALL LANGUAGES AT ALL LEVELS TO BECOME A UNIFIED PROFESSION. ALTHOUGH THIS IS JUST THE BEGINNING OF A MOVE INTO PROFESSIONAL LIFE, IT IS THE ONLY WAY BY WHICH THE RECENT PROGRESS AND PROSPERITY OF MODERN FOREIGN LANGUAGE STUDY CAN BE SUSTAINED. RESOLUTIONS OF THE MEETINGS OF THE EXECUTIVE COMMITTEE OF THE NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS ASSOCIATION AND OF THE COMMITTEE ON ORGANIZATION OF ACTFL IN DECEMBER, 1966 ARE GIVEN IN THIS SPEECH DELIVERED DECEMBER 29, 1966 AT THE ANNUAL MEETING OF THE MODERN LANGUAGE ASSOCIATION OF AMERICA. THIS ARTICLE APPEARED IN "THE MODERN LANGUAGE JOURNAL," VOLUME 51, NUMBER 3, MARCH 1967, PAGES 169-173. (SS)

ED 014 927 FL 000 607

COOK, H. ROBERT

THE RELATIONSHIP OF COMPREHENSION TO SPEECH PRODUCTION IN SECOND LANGUAGE INSTRUCTION-PROPORTION AND SEQUENCE.

INDIANA UNIV., BLOOMINGTON

REPORT NUMBER BR-6-3002

PUB DATE AUG 67

CONTRACT OEC-2-7-063002-3037

EDRS PRICE MF-\$0.25 HC-\$0.76 17P.

DESCRIPTORS *AUDIOLINGUAL SKILLS, *COLLEGE LANGUAGE PROGRAMS, *COMPREHENSION DEVELOPMENT, *LANGUAGE INSTRUCTION, *SEQUENTIAL

LEARNING, AUDIOLINGUAL METHODS, BLOOMINGTON, INDIANA UNIVERSITY, INSTRUCTIONAL MATERIALS, LANGUAGE RESEARCH, PATTERN DRILLS (LANGUAGE), SECOND LANGUAGE LEARNING, SPEECH SKILLS, TEACHING TECHNIQUES.

ALTHOUGH ADMINISTRATIVE DIFFICULTIES COMPELLED A 2-PHASED PROJECT, BEGUN AT INDIANA UNIVERSITY IN THE 1966-67 ACADEMIC YEAR, TO BE TERMINATED BEFORE ANY CONCLUSIVE DATA HAD BEEN GATHERED, SOME OF THE OBSERVATIONS MADE DURING THE INITIAL STAGE OF THE EXPERIMENT MIGHT PROVOKE NEEDED FURTHER INVESTIGATION. THE PILOT RUN, DESIGNED TO DEVELOP MATERIALS FOR THE ESSENTIALLY AUDIOLINGUAL, BUT READING-ORIENTED, EXPERIMENTAL PROGRAM, INVOLVED THREE RANDOMLY SELECTED REGULAR BEGINNING FRENCH COURSES. THE MORE EFFICIENT RESULTS PRODUCED BY THE TECHNIQUES USED WITH TWO OF THESE GROUPS SUPPORTED THE EXPERIMENT'S HYPOTHESIS THAT THE SEQUENTIAL INTRODUCTION OF SPEECH AND COMPREHENSION WOULD PRODUCE OVER-ALL GREATER PROFICIENCY THAN WOULD THE SIMULTANEOUS PRESENTATION OF THESE TWO SKILLS. HOWEVER, AT THE END OF THE INITIAL STAGE, THERE APPEARED TO BE NO SIGNIFICANT DIFFERENCE IN THE TERMINAL SPEAKING ABILITIES OF THE THREE GROUPS AND THERE WAS THE INDICATION THAT THE DRILLING TECHNIQUES REQUIRED IN THIS TYPE OF PROGRAMMING MIGHT BE MORE EFFECTIVE IN INTENSIVE LANGUAGE PROGRAMS. SPECIALLY DEVELOPED DRILLS FEATURING SUCH NON-VERBAL RESPONSES AS HAND SIGNALS AND WRITTEN EXERCISES PROVED EFFICIENT METHODS OF TEACHING GRAMMAR AND COMPREHENSION TO THE EXPERIMENTAL GROUPS. A SIMPLE LINEAR PROGRAMED WRITTEN-RESPONSE SEQUENCE CALLED THE "FLIP-OVER EXERCISE" SUPPLEMENTED MOST EFFECTIVELY THE ORAL CUES PRESENTED BY THE TEACHERS. (AB)

ED 014 928 FL 000 610

FISHMAN, JOSHUA A.
ITALIAN LANGUAGE MAINTENANCE EFFORTS IN THE UNITED STATES AND THE TEACHER OF ITALIAN IN AMERICAN HIGH SCHOOLS AND COLLEGES.

PUB DATE 66
EDRS PRICE MF-\$0.25 HC-\$0.16 2P.

DESCRIPTORS *ETHNIC GROUPS, *ITALIAN, *ITALIAN AMERICANS, *SOCIOECONOMIC INFLUENCES, COLLEGE LANGUAGE PROGRAMS, HIGH SCHOOLS, LANGUAGE INSTRUCTION, LANGUAGE TEACHERS, SOCIAL BACKGROUND, SOCIOCULTURAL PATTERNS.

A STRONG INFLUENCE ON THE NATURE OF ITALIAN INSTRUCTION TODAY IN THE UNITED STATES IS THE FACT THAT ITALO-AMERICANS SHOW LESS ORGANIZED INTEREST IN THEIR LANGUAGE THAN DO OTHER ETHNIC GROUPS, AS EVIDENCED BY COMPARING NEWSPAPER PUBLICATIONS IN DIFFERENT MOTHER TONGUES, RADIO LANGUAGE PROGRAMS, AND LANGUAGE MAINTENANCE ASSOCIATIONS WHERE, IN EACH CASE, OTHER LANGUAGES OUTDISTANCE PROPORTIONATELY THE SAME ACTIVITIES IN ITALIAN. MORE STUDENTS AND TEACHERS OF ITALIAN THAN THOSE OF OTHER MAJOR COMMONLY TAUGHT LANGUAGES ARE

"APPROPRIATE ETHNICS" (ONE WHOSE PARENT(S) OR GRANDPARENT(S) ARE OR WERE NATIVE SPEAKERS OF THE LANGUAGE UNDER CONSIDERATION), WHO ASSOCIATE THE LANGUAGE WITH PEOPLE, FOOD, AND DAILY LIFE RATHER THAN WITH MORE ELEVATED LINGUISTIC OR LITERARY CONCEPTS. THE FUTURE OF ITALIAN SEEMS TO BE ONLY GREATER DE-ETHNICIZATION, LESS FAMILIARITY ON THE PART OF THE INDIVIDUAL WITH HIS REGIONAL ITALIAN, AND FEWER STUDENTS OF THE LANGUAGE AS THEIR "ITALIANNES" RECESSES FURTHER INTO THE BACKGROUND BECAUSE OF A HIGHER SOCIO-ECONOMIC LEVEL AND A MORE URBAN-AMERICAN WAY OF LIFE. THIS SPEECH WAS DELIVERED AT THE ANNUAL CONFERENCE OF THE AMERICAN ASSOCIATION OF TEACHERS OF ITALIAN, CHICAGO, DECEMBER 27-29, 1965. THIS ARTICLE APPEARED IN THE "FLORIDA FL REPORTER," VOLUME 4, NUMBER 3, SPRING 1966. (SS)

ED 014 929 FL 000 613

DUSEL, JOHN P. AND OTHERS
GUIDE FOR THE TEACHING OF GERMAN IN CALIFORNIA.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
PUB DATE 67
EDRS PRICE MF-\$0.50 HC-\$4.96 122P.

DESCRIPTORS *GERMAN, *LANGUAGE GUIDES, *LANGUAGE INSTRUCTION, *SECONDARY SCHOOLS, *STATE CURRICULUM GUIDES, AUDIOLINGUAL METHODS, BOOKLISTS, CALIFORNIA, COURSE OBJECTIVES, LANGUAGE LABORATORY USE, LANGUAGE LEARNING LEVELS, LANGUAGE SKILLS, PATTERN DRILLS (LANGUAGE), PROGRAM ADMINISTRATION, RESOURCE MATERIALS, TEACHING TECHNIQUES.

THE CALIFORNIA STATE DEPARTMENT OF EDUCATION PREPARED THIS CURRICULUM GUIDE FOR THE TEACHING OF GERMAN IN CALIFORNIA WITH THE IDEA OF HELPING TEACHERS, COUNSELORS, AND ADMINISTRATORS CONDUCT A SOUND, COORDINATED PROGRAM OF LANGUAGE STUDY. DESIGNED FOR BOTH EXPERIENCED AND BEGINNING TEACHERS OF, PRIMARILY, GRADES 6 THROUGH 12, THE MAJOR PART OF THE GUIDE FOCUSES ATTENTION ON THE DEVELOPMENT OF LANGUAGE SKILLS IN A LONGER SEQUENCE OF LANGUAGE INSTRUCTION AND PRESENTS SPECIFIC TEACHING METHODS AND TECHNIQUES. OTHER TOPICS DETAILED ARE CONCEPTS OF LANGUAGE AND LANGUAGE LEARNING, STAFF CONTRIBUTIONS TO A COORDINATED LANGUAGE PROGRAM, RECOMMENDATIONS FOR USING THE LANGUAGE LABORATORY, THE USE OF PATTERN DRILLS, AND TEACHING GEOGRAPHY AND SONGS. LISTS OF SELECTED REFERENCES AND SOURCE MATERIALS COMPRISE THE APPENDIXES. (AB)

ED 014 930 FL 000 641

BIRKMAIER, EMMA JACK, WILLIAM
ACQUIRING FOREIGN LANGUAGE READING SKILLS.

MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL
PUB DATE 67
EDRS PRICE MF-\$0.50 HC-\$3.96 97P.

DESCRIPTORS *AUDIOLINGUAL METHODS, *LANGUAGE INSTRUCTION, *LANGUAGE

LEARNING LEVELS, *READING INSTRUCTION, *READING SKILLS, AUDIOLINGUAL SKILLS, INDEPENDENT READING, MINNESOTA, PREREADING EXPERIENCE, READING ABILITY, READING MATERIALS, READING PROGRAMS, READING TESTS, SPECIALISTS, WORKSHOPS.

ONE-DAY WORKSHOPS WERE SET UP IN NINE DIFFERENT REGIONAL CENTERS IN MINNESOTA TO DEAL WITH THE PROBLEM OF TEACHING READING SKILLS IN A FOREIGN LANGUAGE. EACH CENTER WAS ASSIGNED SPECIFIC AND RELATED TOPICS TO WORK ON, FOREIGN LANGUAGE SPECIALISTS TO SERVE AS GROUP INSTRUCTORS, AND GUEST SPEAKERS. THE FIRST FOUR WORKSHOPS WERE CONCERNED WITH PRE-READING INSTRUCTION AND DEVELOPING READING SKILLS IN INTRODUCTORY, INTERMEDIATE, AND ADVANCED COURSES, WITH SPEECHES DELIVERED BY DALE LANGE, DALE WHITESIDE, FLORENCE STEINER, AND MARJORIE PEI. WALTER F.W. LOHNES SPOKE AT THE WORKSHOP ON MATERIALS AND METHODS FOR USE IN LEVELS FOUR AND FIVE, AND LESTER MCKIM AT THE WORKSHOP ON USING GRADED READERS IN DEVELOPING READING SKILLS AT LEVEL ONE. THE LAST THREE WORKSHOPS ON REMEDIATION AND ACCELERATION, INDEPENDENT READING, AND EVALUATION AND TESTING HEARD PAPERS PRESENTED BY EMMA BIRKMAIER, HEDI OPLESCH, AND FRANK GRITTMER, RESPECTIVELY. AN ABSTRACT OF EACH GUEST SPEAKER'S PAPER IS GIVEN ALONG WITH RECOMMENDED STRATEGIES THAT WERE DEVELOPED AT EACH OF THE WORKSHOP SITES. ALSO INCLUDED ARE A BIBLIOGRAPHY OF BOOKS AND ARTICLES, AND OBSERVATIONS AND RECOMMENDATIONS SUGGESTED IN GROUP DISCUSSIONS. (SS)

ED 014 931 FL 000 667

MEAD, ROBERT G., JR.
LANGUAGE TEACHING-BROADER CONTEXTS. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1966.

PUB DATE 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CONFERENCE REPORTS, *LANGUAGE INSTRUCTION, *LANGUAGE PROGRAMS, *LANGUAGE RESEARCH, *SECOND LANGUAGE LEARNING, APPLIED LINGUISTICS, EDUCATIONAL RESEARCH, EDUCATIONAL THEORIES, LINGUISTIC THEORY, NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, PROGRAM COORDINATION, PROGRAM EFFECTIVENESS, PROGRAM EVALUATION, PROGRAM IMPROVEMENT, PROGRAM PLANNING, PSYCHOLOGY, RESEARCH COMMITTEES, RESEARCH REVIEWS (PUBLICATIONS).

TO FOCUS ATTENTION ON CURRENT PROBLEMS CONFRONTING THE PROFESSION, THE 1966 NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES PUBLISHED ITS WORKING COMMITTEE REPORTS ON LANGUAGE LEARNING RESEARCH, WIDER USES FOR LANGUAGES, AND THE SUPERVISION AND COORDINATION OF FOREIGN LANGUAGE TEACHING. THE FIRST REPORT, "RESEARCH AND LANGUAGE LEARNING," INCLUDES (1) JOHN B. CARROLL'S REVIEW OF RESEARCH FROM 1961 TO 1966 ON THE PSYCHOLOGY OF LANGUAGE LEARNING, MEASUREMENT, AND EXPERIMENTAL

STUDIES, FOLLOWED BY AN EXTENSIVE BIBLIOGRAPHY (2) NOAM CHOMSKY'S PAPER ON LINGUISTIC THEORY WHICH QUESTIONS THE THEORETICAL BASES OF CURRENT TEACHING METHODS, AND (3) CHARLES A. FERGUSON'S REVIEW OF RESEARCH TRENDS IN APPLIED LINGUISTICS AND ITS APPLICATION IN THE CLASSROOM. IN THE SECOND REPORT, BROWNLEE SANDS CORRIN'S COMMITTEE OUTLINES THE ATTITUDES, NEEDS, AND PURPOSES OF LANGUAGE STUDY TODAY, AND, IN DISCUSSIONS OF CURRENT PROGRAMS AND THEIR LIMITATIONS, SUGGESTS SEVERAL CHANGES POSSIBLE BECAUSE OF NEW INSIGHTS AND METHODS. THE REPORT OF GENEVIEVE S. BLEW'S COMMITTEE DISCUSSES (1) THE COORDINATOR'S ROLE, (2) IMPROVED TEACHER COMPETENCE, CURRICULUM, AND EDUCATIONAL RESOURCES UTILIZATION, (3) PROGRAM INTERPRETATION OUTSIDE THE PROFESSION, AND (4) THE STIMULATION OF INTEREST IN FOREIGN LANGUAGE TEACHING. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 66 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N.Y. 10011. (AB)

ED 014 932 FL 000 670

WALSH, DONALD D.

WHAT'S WHAT-A LIST OF USEFUL TERMS FOR THE TEACHER OF MODERN LANGUAGES. THIRD EDITION, REVISED.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BIBLIOGRAPHIES, *GLOSSARIES, *LANGUAGE TEACHERS, *MODERN LANGUAGES, *REFERENCE BOOKS, WORD LISTS.

TO ENABLE LANGUAGE TEACHERS TO UNDERSTAND THE COMPLEX TERMINOLOGY THAT HAS DEVELOPED ALONG WITH THE GROWING LANGUAGE PROGRAMS, A GLOSSARY OF OVER 300 USEFUL TERMS WITH CROSS REFERENCES WAS COMPILED. INCLUDED ARE CONCEPTS, ACRONYMS, PROFESSIONAL ASSOCIATIONS, TESTS, JOURNALS, BOOKS, AND OTHER RELEVANT TERMS. A BIBLIOGRAPHY OF 59 ITEMS USEFUL TO LANGUAGE TEACHERS LISTS ARTICLES AND BOOKS ON CULTURE, LANGUAGE LABORATORIES, LANGUAGE TEACHING, LINGUISTICS, THE LANGUAGE TEACHING PROFESSION, AND SOURCE MATERIALS. THIS DOCUMENT IS AVAILABLE AS NUMBER B 10 FOR \$1.00 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N.Y. 10011. (SS)

ED 014 933 FL 000 671

BIRD, THOMAS E.

FOREIGN LANGUAGES-READING, LITERATURE, AND REQUIREMENTS. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1967.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CONFERENCE REPORTS, *CURRICULUM PROBLEMS, *LANGUAGE INSTRUCTION, *LITERATURE PROGRAMS, *READING INSTRUCTION, DEGREE REQUIREMENTS, GRADUATION REQUIREMENTS, INSTRUCTIONAL IMPROVEMENT, INSTRUCTIONAL INNOVATION, INSTRUCTIONAL MATERIALS, LANGUAGE PROGRAMS, LANGUAGE RESEARCH, MODERN LANGUAGE CURRICULUM, NORTHEAST

CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, READING SKILLS, RESEARCH COMMITTEES, STUDENT PLACEMENT, VOCABULARY.

TO TAKE ADVANTAGE OF NEW INFORMATION, THE WORKING COMMITTEES OF THE 1967 NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES PUBLISHED UPDATED REPORTS ON READING INSTRUCTION, LITERATURE IN THE LANGUAGE CURRICULUM, AND TRENDS IN REQUIREMENTS AND PLACEMENT. IN AN ATTEMPT TO IDENTIFY, DISCUSS, AND PARTIALLY SOLVE SOME OF THE PROBLEMS INHERENT IN TEACHING STUDENTS TO READ A FOREIGN LANGUAGE, THE FIRST REPORT, BASED ON THE FINDINGS OF THE WORKING COMMITTEE HEADED BY WILLIAM G. MOULTON, FOCUSES ATTENTION ON THE TRANSITION AND INTEGRATED APPROACHES TO READING, SUPPLEMENTING EXISTING MATERIALS, AND SPECIAL PROBLEMS OF VOCABULARY. HIGHLIGHTED IN THE PAPER DEVELOPED BY THE SECOND GROUP, UNDER THE LEADERSHIP OF F. ANDRE PAQUETTE, ARE NOT ONLY A REVIEW OF PREVIOUS RELATED CONFERENCE RESEARCH, BUT ALSO A DISCUSSION OF LITERATURE AND EDUCATION, EXPERIENCING LITERATURE, FACTORS LIMITING THE TIMES AND PLACES FOR LITERATURE, AND OTHER SUBJECT-RELATED PROBLEMS. IN A SECTION APPENDIX ARE A GRAPHIC SUMMARIZATION OF THE NATURE AND SEQUENCE OF THE READING PROGRAM PROPOSED BY GEORGE A. SCHERER'S 1963 CONFERENCE COMMITTEE AND A FRAGMENT FROM MARTIN JOOS' "THE FIVE CLOCKS." THE FINAL REPORT ON LANGUAGE REQUIREMENTS AND PLACEMENT TRENDS, PRODUCED BY JOHN F. GUMMERE'S COMMITTEE, INCLUDES SECTIONS ON STANDARDS FOR TEACHER REQUIREMENTS, THE CONTINUITY PROBLEM, COLLEGE REQUIREMENTS AND PLACEMENT PRACTICES, AND GRADUATION AND ADVANCED DEGREE REQUIREMENTS. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 67 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N.Y. 10011. (AB)

ED 014 934 FL 000 672

BISHOP, G. REGINALD, JR.

FOREIGN LANGUAGE TEACHING-CHALLENGES TO THE PROFESSION. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1965.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ARTICULATION (PROGRAM), *BILINGUALISM, *CONFERENCE REPORTS, *LANGUAGE PROGRAMS, *STUDY ABROAD, BILINGUAL STUDENTS, CURRICULUM PROBLEMS, EDUCATIONAL PROBLEMS, LANGUAGE INSTRUCTION, LANGUAGE RESEARCH, LANGUAGE TEACHERS, LATIN, MODERN LANGUAGE CURRICULUM, NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, PROGRAM EFFECTIVENESS, PROGRAM EVALUATION, PROGRAM IMPROVEMENT, RESEARCH COMMITTEES.

IN AN ATTEMPT TO FOCUS THE PROFESSION'S ATTENTION ON THE ISSUES OF STUDY ABROAD, BILINGUALISM, AND PROGRAM ARTICULATION, THE 1965 NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES AS-

SIGNED THESE TOPICS TO ITS WORKING COMMITTEES WHOSE REPORTS COMPRISE THIS DOCUMENT. DESIGNED TO SERVE AS THE BASIS FOR A PANEL DISCUSSION, A REPRINT OF WILLIAM RILEY PARKER'S "THE CASE FOR LATIN" APPEARS FIRST AMONG THE CONFERENCE REPORTS. TO STIMULATE THE LANGUAGE TEACHER'S AWARENESS OF HIS KEY POSITION IN DECIDING OBJECTIVES, SELECTING PROGRAMS, MAKING PRELIMINARY ARRANGEMENTS, AND INTEGRATING THE EXPERIENCE OF STUDY ABROAD INTO THE CONTINUING COURSE OF STUDY, STEPHEN A. FREEMAN'S GROUP DISCUSSES THE DISTINCTION BETWEEN STUDY AND CULTURAL CONTACT, CURRENT PROGRAMS, AND PROGRAM OBJECTIVES, PROBLEMS, AND RECOMMENDATIONS. ANOTHER GROUP, WITH A. BRUCE GAARDER AS CHAIRMAN, DEVELOPED THE REPORT ON BILINGUALISM THAT INCLUDES DISCUSSIONS OF THE SOCIO-HISTORICAL OVERVIEW, BILINGUALISM AND THE SCHOOLS, BILINGUAL EDUCATION FOR BILINGUALS, AND RECRUITMENT OF EDUCATED BILINGUALS AS FOREIGN LANGUAGE TEACHERS. FIVE RELEVANT STATISTICAL TABLES SUPPLEMENT THIS ACCOUNT. THE REPORT ON PROGRAM ARTICULATION, DEVELOPED BY MICHELLE DUFAY'S GROUP, SUMMARIZES THE NEED FOR IMPROVED TEACHING, PLACEMENT PRACTICES, COURSE OBJECTIVES, AND PROGRAM COORDINATION. IN THE APPENDIX ARE GUIDELINES FOR A SUGGESTED QUESTIONNAIRE DESIGNED TO AID IN COORDINATING LANGUAGE TEACHING EFFORTS AT THE SCHOOL AND UNIVERSITY LEVELS. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 65 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N.Y. 10011. (AB)

ED 014 935 FL 000 674

BOTTIGLIA, WILLIAM F.

LANGUAGE LEARNING-THE INTERMEDIATE PHASE. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1963.

PUB DATE 63

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AUDIOLINGUAL SKILLS, *CONFERENCE REPORTS, *LANGUAGE LEARNING LEVELS, *LANGUAGE PROGRAMS, *LANGUAGE SKILLS, ARTICULATION (PROGRAM), AUDIOLINGUAL METHODS, COMPOSITION (LITERARY), LANGUAGE INSTRUCTION, MODERN LANGUAGE CURRICULUM, NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, PATTERN DRILLS (LANGUAGE), PROGRAM COORDINATION, PROGRAM IMPROVEMENT, READING SKILLS, RESEARCH COMMITTEES, SECONDARY SCHOOLS, SEQUENTIAL READING PROGRAMS, WRITING EXERCISES, WRITING SKILLS.

THESE REPORTS OF THE WORKING COMMITTEES OF THE 1963 NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES ANALYZE PROBLEMS CONFRONTING LANGUAGE TEACHERS AS THEY PROGRESS FROM THE AUDIOLINGUAL ORIENTATION OF THE ELEMENTARY LEVELS TO THE INTERMEDIATE PHASE IN A CONTINUUM OF LANGUAGE STUDY. IN AN ATTEMPT TO DISCOVER WHETHER BILINGUALISM CAN BE ACHIEVED IN AN ORDINARY CLASSROOM SITUATION AND, IF SO, WHAT CAN BE DONE TO MAKE IT A FACT IN A "COORDINATE SYSTEM" WHERE THE NATIVE AND TARGET LANGUAGES OPERATE INDE-

PENDENTLY, SIMON BELASCO'S COMMITTEE DISCUSSES IN THE FIRST REPORT SUCH FACTORS INVOLVED IN A WELL-DESIGNED INTERMEDIATE SYSTEM AS THE DETERMINATION OF LANGUAGE ACHIEVEMENT, THE COMPLEXITIES OF THE MORE ADVANCED GRAMMATICAL PATTERNS, AND THE NATURE OF ANALOGIZING AND AUDIO-COMPREHENSION. THE SECOND REPORT, PRODUCED BY GEORGE A. SCHERER'S COMMITTEE, INCLUDES A DESCRIPTION OF THE DOMAIN AND THE 5-STAGED LEARNING SEQUENCE INVOLVED IN READING FOR MEANING, AS WELL AS DISCUSSIONS OF ITS AUTOINSTRUCTIONAL POTENTIAL, PROGRAMED READING WITH GRAMMAR AND VOCABULARY BUILD-UP OBJECTIVES, THE ADAPTATION OF LITERARY SELECTIONS, AND THE DETERMINATION OF READABILITY. FOUR APPENDICES DEALING WITH CULTURAL MEANING AND ITS COMPONENTS, COORDINATE AND COMPOUND BILINGUALISM, AUDIOLINGUAL BACKGROUND FOR READING, INFERENCE, AND FREQUENCY LISTS AND ASSOCIATIVE NETWORKS PRECEDE A BIBLIOGRAPHY. THE FINAL REPORT, DEVELOPED BY MARINA PROCHOROFF'S COMMITTEE, NOT ONLY CLARIFIES THE SERIES OF STEPS THAT LEAD TO THE LONG-RANGE OBJECTIVE OF WRITING AS EXPRESSION, BUT ALSO GIVES EXAMPLES IN FRENCH, GERMAN, RUSSIAN, AND SPANISH OF SUCH WRITING EXERCISES AS MINIMAL CHANGE, DIRECTED AND CITED NARRATION, FILL-IN, CHANGE FROM DIRECT TO INDIRECT DISCOURSE, PARALLEL WRITING, RESUME OR PRECIS WRITING, AND WRITTEN DESCRIPTION FROM VISUAL REPRESENTATION. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 63 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N.Y. 10011. (AB)

ED 014 936 FL 000 675

BOTTIGLIA, WILLIAM F.
CURRENT ISSUES IN LANGUAGE TEACHING. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1962.

PUB DATE 62

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *APPLIED LINGUISTICS, *CONFERENCE REPORTS, *FLES PROGRAMS, *LANGUAGE INSTRUCTION, *PROGRAMED INSTRUCTION, AUTOINSTRUCTIONAL AIDS, EDUCATIONAL PROBLEMS, INSTRUCTIONAL IMPROVEMENT, INSTRUCTIONAL INNOVATION, LANGUAGE RESEARCH, MODERN LANGUAGE CURRICULUM, NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, PROGRAMED MATERIALS, RESEARCH COMMITTEES, TEACHING TECHNIQUES, TELEVIEWED INSTRUCTION.

INCLUDED IN THIS VOLUME ARE THE REPORTS ON CURRENT ISSUES IN LANGUAGE TEACHING DEVELOPED BY THE WORKING COMMITTEES OF THE 1962 NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES. DISCUSSIONS OF THE NATURE AND IMPLICATIONS OF LINGUISTICS, ITS SIGNIFICANCE FOR LANGUAGE TEACHING, AND ITS APPLICATION TO GRAMMAR, DRILLS, TEXTBOOKS, AND LANGUAGE LABORATORIES COMPRISE THE REPORT ON LINGUISTICS AND LANGUAGE TEACHING DEVELOPED BY THE COMMITTEE HEADED BY ROBERT A. HALL, JR. TOPICS PERTAINING TO PROGRAMED LEARNING SUCH AS THE PROGRAMING PROCESS, PRESENTATION DEVICES, A SAMPLE UNIT, PROGRAMERS,

FIELD TRIALS, COMPLETED AND PROJECTED RESEARCH, AND THE ROLE OF THE TEACHER ARE DESCRIBED IN THE SECOND REPORT COMPILED BY ALFRED S. HAYES' COMMITTEE. THE THIRD AND FOURTH SECTIONS OF THE PUBLICATION ARE NOT STANDARD WORKING COMMITTEE REPORTS, BUT ARE RELEVANT TO TWO PLANNED PANEL DISCUSSIONS. REPRINTED AS BACKGROUND FOR THE FIRST PANEL IS A RESEARCH REPORT BY NANCY V. ALKONIS AND MARY A. BROPHY ENTITLED "A SURVEY OF FLES PRACTICES" THAT GIVES INFORMATION ABOUT THE OBJECTIVES, TEACHERS, MATERIALS, METHODS, CONTINUITY, AND COORDINATION OF FLES PROGRAMS. FINALLY, THERE ARE DISCUSSION QUESTIONS ABOUT TELEVIEWED LANGUAGE TEACHING. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 62 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N.Y. 10011. (AB)

ED 014 937 FL 000 676

FLAXMAN, SEYMOUR
MODERN LANGUAGE TEACHING IN SCHOOL AND COLLEGE. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1961.

PUB DATE 61

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLEGE LANGUAGE PROGRAMS, *CONFERENCE REPORTS, *LANGUAGE INSTRUCTION, *LANGUAGE TEACHERS, *SECONDARY SCHOOLS, AUDIOLINGUAL METHODS, GRADUATE STUDY, HIGHER EDUCATION, LANGUAGE LABORATORY USE, LANGUAGE RESEARCH, MODERN LANGUAGE CURRICULUM, NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, PROGRAM COORDINATION, PROGRAM EVALUATION, RESEARCH COMMITTEES, SECOND LANGUAGE LEARNING, TEACHER CERTIFICATION, TEACHER EDUCATION, TEACHER EDUCATION CURRICULUM, TEACHER IMPROVEMENT, UNDERGRADUATE STUDY.

INCLUDED IN THIS VOLUME ARE THE REPORTS ON MODERN LANGUAGE TEACHING IN SCHOOL AND COLLEGE DEVELOPED BY THE WORKING COMMITTEES OF THE 1961 NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES. APPEARING AS THE FOREWORD IS A STATEMENT DRAWN UP BY NELSON BROOKS ENTITLED "LEARNING A MODERN FOREIGN LANGUAGE FOR COMMUNICATION." BECAUSE THE PREPARATION OF QUALIFIED SECONDARY SCHOOL LANGUAGE TEACHERS IN LARGE ENOUGH NUMBERS TO MEET THE GROWING DEMAND IS OF CRITICAL CONCERN TO THE PROFESSION, THE REPORT OF THE FIRST COMMITTEE, HEADED BY GENEVIEVE S. BLEW, INCLUDES PORTIONS PERTAINING TO UNDERGRADUATE ACADEMIC AND PROFESSIONAL PREPARATION, STATE CERTIFICATION REQUIREMENTS, AND POST-GRADUATE AND INSERVICE TRAINING. HIGHLIGHTED IN THE SECOND REPORT ON THE PREPARATION OF SCHOLAR-TEACHERS FOR COLLEGES AND UNIVERSITIES, DEVELOPED BY THE GROUP CHAIRED BY JACK M. STEIN, ARE CRITIQUES OF EXISTING UNDERGRADUATE AND GRADUATE TRAINING PROGRAMS AND PROPOSALS FOR NEW GRADUATE PROGRAMS. EVANGELINE GALAS AND HER GROUP PRODUCED A STATEMENT THAT SPEAKS OF THE NEW APPROACH TO LANGUAGE TEACHING AND THE PROBLEMS THAT IT HAS CAUSED AT

TEACHING AND DEPARTMENTAL LEVELS, IN STATE TEACHER TRAINING PROGRAMS, AND IN NECESSITATING THE DEVELOPMENT OF NEW TESTING TECHNIQUES. THE IMPORTANT ROLE THE LANGUAGE LABORATORY PLAYS IN THE FIRST TWO YEARS OF A WELL-INTEGRATED AND FULLY DEVELOPED PROGRAM OF AUDIOLINGUAL INSTRUCTION IS THE SUBJECT OF THE FINAL COMMITTEE REPORT DEVELOPED UNDER THE LEADERSHIP OF GUILLERMO DEL OLMO. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 61 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N.Y. 10011. (AB)

ED 014 938 FL 000 677

BISHOP, G. REGINALD, JR.
CULTURE IN LANGUAGE LEARNING. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1960.

PUB DATE 60

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ANTHROPOLOGY, *CONFERENCE REPORTS, *CULTURAL CONTEXT, *CULTURE, *SECOND LANGUAGE LEARNING, CLASSICAL LANGUAGES, CROSS CULTURAL TRAINING, CULTURAL AWARENESS, CULTURAL EDUCATION, CULTURAL ENRICHMENT, CULTURAL FACTORS, CURRICULUM DEVELOPMENT, FOREIGN CULTURE, LANGUAGE INSTRUCTION, LANGUAGE PROGRAMS, LANGUAGE RESEARCH, LANGUAGE TEACHERS, NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, RESEARCH COMMITTEES, SLAVIC LANGUAGES.

IN AN ATTEMPT TO DISCOVER WHAT OTHER DISCIPLINES MIGHT HAVE TO TELL THE LANGUAGE TEACHING PROFESSION, THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES EXTENDED ITS FOCUS BEYOND ITS USUAL INVOLVEMENT WITH IMMEDIATE PEDAGOGICAL PROBLEMS BY ADOPTING AS THE SUBJECT OF ITS 1960 PROGRAM "CULTURE IN LANGUAGE LEARNING." THE FIVE COMMITTEE REPORTS THAT COMPRISE THIS PUBLICATION REFLECT A PROJECTED RAPPROCHEMENT WITH ANTHROPOLOGISTS IN A DISCUSSION OF LANGUAGE AS A CULTURAL PHENOMENON. UNDER THE CHAIRMANSHIP OF ERNESTINE FRIEDL, THE FIRST COMMITTEE, COMPOSED OF ANTHROPOLOGISTS, DEVELOPED A STATEMENT ABOUT ASPECTS OF THE ANTHROPOLOGICAL CONCEPT OF CULTURE THAT MIGHT BE OF VALUE TO LANGUAGE TEACHERS. THE SECOND COMMITTEE, HEADED BY WILLIAM E. WELMERS, REPORTED ON THE PEDAGOGICAL IMPLICATIONS OF CULTURE FOR THE LANGUAGE TEACHER AND SECOND LANGUAGE LEARNER. IRA O. WADE, DORIS E. KIBBE, AND LEON TWAROG CHAIRED THE THREE REMAINING GROUPS THAT COMPLETED REPORTS ON THE SPECIFIC PEDAGOGICAL PROBLEMS INVOLVED IN PENETRATING AND TEACHING THE CULTURES OF WESTERN EUROPE, CLASSICAL ANTIQUITY, AND SLAVIC LANDS RESPECTIVELY. EACH REPORT INCLUDES A SELECTED BIBLIOGRAPHY. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 60 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N.Y. 10011. (AB)

ED 014 939 FL 000 694
KELLENBERGER, HUNTER

FOREIGN LANGUAGE TEACHERS AND TESTS. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1954.

PUB DATE 54

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CONFERENCE REPORTS, *LANGUAGE INSTRUCTION, *LANGUAGE TESTS, *MODERN LANGUAGE CURRICULUM, *PROGRAM IMPROVEMENT, APPLIED LINGUISTICS, AUDIOLINGUAL METHODS, AUDIOVISUAL AIDS, COURSE OBJECTIVES, FLES MATERIALS, FLES PROGRAMS, INSTRUCTIONAL TELEVISION, LANGUAGE PROGRAMS, LANGUAGE SKILLS, LITERATURE, NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, PROGRAM EVALUATION, RESEARCH COMMITTEES, SECOND LANGUAGE LEARNING, TEACHER QUALIFICATIONS, TEST CONSTRUCTION.

THESE SIX REPORTS OF THE WORKING COMMITTEES OF THE FIRST NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, HELD IN 1954, REFLECT THE BASIC AIM OF ASSEMBLING LANGUAGE TEACHERS OF ALL LEVELS WITH THE PURPOSE OF REACHING COMMON AGREEMENT CONCERNING THEIR OBJECTIVES AND THE BEST METHODS OF ACHIEVING THEM. HIGHLIGHTED IN THIS VOLUME IS A 4-PART REPORT ON FLES ENDORSED BY A COMMITTEE HEADED BY ARTHUR SELVI AND PREPARED BY SUBCOMMITTEES ASSIGNED SPECIFIC AREAS OF INVESTIGATION. PRIMARILY CONCERNED WITH OUTLINING FLES THEORIES, METHODS, AND MATERIALS, THIS REPORT DISCUSSES PRINCIPLES OF CURRICULUM BUILDING, DEVELOPING LANGUAGE SKILLS, FLES TV INSTRUCTION, AND THE PREPARATION, COLLECTION, AND DISPLAY OF SYLLABUSES FOR EACH GRADE. STEPHEN FREEMAN AND HIS COMMITTEE MEMBERS, IN A REPORT ON TEACHER QUALIFICATIONS, OUTLINE THE PROPOSED OBJECTIVES, ACTUAL SITUATION, SUGGESTED QUALIFICATIONS, RELEVANT PROBLEMS, AND RESULTING RECOMMENDATIONS. IN ITS DISCUSSION OF THE DEVELOPMENT OF LANGUAGE TESTS, ANOTHER GROUP, HEADED BY NELSON BROOKS, COMMENTS ON EXPERIMENTATION WITH CEEB AURAL TESTS, PROGRESS MADE IN PREPARING AN ORAL TEST, AND PLANS PROJECTED FOR A TEST IN WRITTEN COMPOSITION. ADDED ARE SUGGESTIONS FOR SECTIONS OF THE PROPOSED ORAL TEST AS WELL AS AURAL TEST SAMPLE ITEMS AND A LIST OF SCHOOLS AND COLLEGES REQUESTING COPIES. WITH THEODORE ANDERSON AS CHAIRMAN, A GROUP DEVELOPED THE RATHER EXTENSIVE STATEMENT ON THE ROLE OF FOREIGN LANGUAGES IN AMERICAN LIFE THAT APPEARS AS THE FIFTH COMMITTEE REPORT IN THIS DOCUMENT. IN ADDITION TO TWO BRIEF DISCUSSIONS OF LINGUISTIC AIDS AND THE TEACHING OF LITERATURE, PREPARED BY GROUPS HEADED BY RICHARD WALKER AND NORMAN TORREY, THE VOLUME CONTAINS A REPRINT OF WILLIAM RILEY PARKER'S ADDRESS ENTITLED "THE FOREIGN LANGUAGE PROGRAM OF THE MODERN LANGUAGE ASSOCIATION." THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 54 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N. Y. 10011. (AB)

ED 014 940

FL 000 695

BREE, GERMAINE

CULTURE, LITERATURE, AND ARTICULATION. REPORTS OF THE WORKING COMMITTEES

TEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1955.

PUB DATE 55

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ARTICULATION (PROGRAM), *CONFERENCE REPORTS, *INTERCULTURAL PROGRAMS, *LANGUAGE INSTRUCTION, *LITERATURE PROGRAMS, AUDIOVISUAL AIDS, CLASSICAL LANGUAGES, CROSS CULTURAL TRAINING, CULTURAL AWARENESS, CULTURAL CONTEXT, CULTURAL ENRICHMENT, FLES, INSTRUCTIONAL MATERIALS, LANGUAGE LABORATORIES, LANGUAGE RESEARCH, LANGUAGE TESTS, MECHANICAL TEACHING AIDS, MODERN LANGUAGE CURRICULUM, NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, RESEARCH COMMITTEES, SECONDARY SCHOOLS, TEACHER EDUCATION, TEXTBOOK EVALUATION.

THIS VOLUME CONTAINS THE REPORTS OF THE NINE WORKING COMMITTEES OF THE 1955 NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES THAT WERE INVOLVED IN INVESTIGATING SPECIFIC AREAS OF THE GENERAL TOPICS OF CULTURE, LITERATURE, AND ARTICULATION. AMONG THE SIX REPORTS THAT UPDATE AND EXPAND PREVIOUSLY CONSIDERED PROBLEMS IS ONE ON AN ACTION PROGRAM FOR FOREIGN LANGUAGE TEACHERS INVOLVING ETHNIC GROUPS IN THE UNITED STATES AND INTERCULTURAL UNDERSTANDING, PREPARED BY THE COMMITTEE ON THE ROLE OF FOREIGN LANGUAGES IN AMERICAN LIFE HEADED BY WILMARTH H. STARR. FEATURED IN THE LESS EXTENSIVE PRESENTATIONS OF THE CONTINUING COMMITTEES ON THE TEACHING OF LITERATURE, TEACHING AIDS AND TECHNIQUES, AND TEACHER PREPARATION, HEADED RESPECTIVELY BY ARCHIBALD T. MACALLISTER, JEANNE V. PLEASANTS, AND ALONZO GRACE, ARE LISTS OF RECOMMENDED FRENCH, GERMAN, AND SPANISH TEXTS, JUSTIFICATION AND DEMONSTRATIONS OF MECHANICAL AIDS DESIGNED TO SUPPLEMENT AND ENRICH CLASSROOM TEACHING, AND AN ACTION PLAN FOR IMPROVING TEACHER TRAINING PROGRAMS. A FLES PROGRESS REPORT AND A BRIEF DESCRIPTION OF A CO-OPERATIVE ORAL TEST WITH SAMPLE ITEMS COMPRISE THE PORTIONS PUBLISHED BY THE OTHER TWO GROUPS, HEADED BY MARY P. THOMPSON AND NELSON BROOKS. WITH ROBERT G. MEAD, JR., BARBARA P. MCCARTHY, AND LAURENCE WYLIE AS CHAIRMEN, COMMITTEES CONSIDERED FOR THE FIRST TIME AND DISCUSS IN THEIR RESPECTIVE REPORTS A PRELIMINARY SURVEY OF PROBLEMS PECULIAR TO SECONDARY SCHOOL LANGUAGE INSTRUCTION, AN INTERPRETATION OF THE AREAS OF COMMON CONCERN TO BOTH THE CLASSICIST AND THE MODERN LANGUAGE TEACHER, AND A CONCISE COMMENTARY ON THE PLACE OF CULTURE AND CIVILIZATION IN THE LANGUAGE PROGRAM. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 55 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N. Y. 10011. (AB)

ED 014 941

FL 000 696

GILMAN, MARGARET

FOREIGN LANGUAGE TESTS AND TECHNIQUES. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1956.

PUB DATE 56

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CONFERENCE REPORTS, *LANGUAGE INSTRUCTION, *LANGUAGE PROGRAMS, *LANGUAGE TESTS, *TEACHING TECHNIQUES, CLASSICAL LANGUAGES, CULTURAL AWARENESS, CULTURAL EDUCATION, FLES PROGRAMS, INSTRUCTIONAL IMPROVEMENT, LANGUAGE LABORATORIES, LANGUAGE LABORATORY USE, LANGUAGE RESEARCH, LANGUAGE SKILLS, LATIN, LITERATURE PROGRAMS, MODERN LANGUAGE CURRICULUM, NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, PROGRAM IMPROVEMENT, RESEARCH COMMITTEES, SECONDARY SCHOOLS.

REPORTS OF EIGHT WORKING COMMITTEES CONSTITUTE THIS 1956 PUBLICATION OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES. OBSERVATIONS ON PRESENT PRACTICES AND THE LONG RANGE POSSIBILITIES OF THE SECONDARY SCHOOL LANGUAGE LABORATORY ARE IN THE REPORT PREPARED BY THE COMMITTEE ON TEACHING AIDS AND TECHNIQUES, HEADED BY FREDERICK D. EDDY. RUTH P. KROEGER AND HER COMMITTEE ON FOREIGN LANGUAGE INSTRUCTION IN SECONDARY SCHOOLS ALSO HAVE PRODUCED AN EXTENSIVE REPORT OUTLINING SPECIFIC RECOMMENDATIONS FOR TEACHING MODERN LANGUAGES IN SECONDARY SCHOOLS AND PROPOSING, IN AN APPENDIX, A NEW METHOD OF TEACHING BEGINNING LATIN. FEATURED IN THE LESS EXTENSIVE ACCOUNTS OF THE COMMITTEES ON THE TEACHING OF LITERATURE, CLASSICAL AND MODERN LANGUAGES, AND CULTURE AND CIVILIZATION, HEADED RESPECTIVELY BY ROBERT J. CLEMENTS, JOSEPHINE P. BREE, AND JOHN B. CARROLL, ARE (1) SUGGESTIONS FOR TREATING LITERATURE IN FOREIGN LANGUAGES AS AN INTEGRAL PART OF LANGUAGE STUDY, (2) A SUMMATION OF THE AIMS (AND THEIR IMPLEMENTATION) OF THE BEGINNING STAGES OF LATIN STUDY, AND (3) AN ANALYSIS OF A SAMPLING OF 600 QUESTIONNAIRES SENT TO TEACHERS OF ALL LEVELS OF INSTRUCTION RELEVANT TO DEFINING "CULTURAL OBJECTIVE" AND PROPOSING WAYS OF IMPLEMENTING IT IN LANGUAGE COURSES. WITH MARY P. THOMPSON, STANLEY M. SAPON, AND WILMARTH STARR AS CHAIRMEN, THE REMAINING THREE STUDY COMMITTEES INCLUDE IN THEIR RESPECTIVE REPORTS (1) OBSERVATIONS ON FLES OBJECTIVES, PROGRAM COORDINATION, STUDENT SELECTION, AND TEACHER ROLE, (2) AN EXAMINATION OF THE NEEDS AND PROBLEMS INVOLVED IN TESTS OF ORAL PRODUCTION, AND (3) A REPORT ON INTERCULTURAL UNDERSTANDING, AND THE PROCESS BY WHICH ETHNIC GROUPS HAVE BECOME INVOLVED WITH NATIONALITY ORGANIZATIONS. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 56 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N. Y. 10011. (AB)

ED 014 942

FL 000 697

BOTTIGLIA, WILLIAM F.

THE LANGUAGE CLASSROOM. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1957.

PUB DATE 57

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ARTICULATION (PROGRAM), *CONFERENCE REPORTS, *LANGUAGE INSTRUCTION, *LANGUAGE

LABORATORIES, *PROGRAM IMPROVEMENT, AUDIOLINGUAL METHODS, AUDIOVISUAL AIDS, COLLEGE LANGUAGE PROGRAMS, DROPOUT RESEARCH, GRAMMAR, INSTRUCTIONAL MATERIALS, LANGUAGE LABORATORY USE, LANGUAGE PROGRAMS, LANGUAGE RESEARCH, LANGUAGE TESTS, LITERATURE PROGRAMS, MEASUREMENT, NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, RESEARCH COMMITTEES, SECONDARY SCHOOLS, SPEECH SKILLS, TEACHING METHODS, TELEVIEWED INSTRUCTION.

THE SIX WORKING COMMITTEES OF THE 1957 NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES CONTRIBUTED TO THIS VOLUME OF REPORTS ON VARIOUS, INDEPENDENT ASPECTS OF LANGUAGE INSTRUCTION. THE REPORT PREPARED BY BLANCHE A. PRICE AND HER COMMITTEE ON THE ARTICULATION OF HIGH SCHOOL AND COLLEGE LANGUAGE PROGRAMS CITES MATERIALS AND METHODS THAT CAN BE USED TO MAKE SECONDARY SCHOOL FRENCH LITERATURE COURSES EQUIVALENT TO THE FIRST COLLEGE COURSE IN LITERATURE. TO UNDERSTAND BETTER THE PURPOSE AND USE OF LANGUAGE LABORATORIES, THE COMMITTEE HEADED BY JOHN B. ARCHER PRESENTS SIX INDEPENDENT PAPERS ON THE GENERAL THEME, "THE PHILOSOPHY OF THE LANGUAGE LABORATORY," REPRESENTING BOTH HIGH SCHOOL AND COLLEGE POINTS OF VIEW. FEATURED IN THE ACCOUNTS OF THE COMMITTEES HEADED BY JAMES GREW AND RENEE J. FULTON ARE, RESPECTIVELY, THE OPINIONS OF FIVE EXPERIENCED TEACHERS FROM COLLEGE, PUBLIC, AND INDEPENDENT SCHOOLS CONCERNING THE PLACE OF GRAMMAR AND THE USE OF ENGLISH IN THE TEACHING OF FOREIGN LANGUAGES AT VARIOUS LEVELS, AND A PRELIMINARY STUDY OF THE DROPOUT PROBLEM IN HIGH SCHOOL LANGUAGE CLASSES. WITH NELSON BROOKS AND JEANNE V. PLEASANTS AS CHAIRMEN, THE TWO REMAINING COMMITTEES ON TESTS AND TEACHING AIDS AND TECHNIQUES INCLUDE IN THEIR RESPECTIVE BRIEF REPORTS A CONTINUED EMPHASIS ON DEVELOPING MEASUREMENTS OF ORAL SPEECH PRODUCTION AND AN EXPANSION OF THE PRINCIPLES SET FORTH IN THE 1955 CONFERENCE PUBLICATION TO EMBRACE MORE VISUAL AIDS SUCH AS SLIDES, FILMSTRIPS, AND KINESCOPIES OF A TELEVIEWED LANGUAGE PROGRAM. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 57 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N.Y. 10011. (AB)

ED 014 943 FL 000 698

LEVY, HARRY L.
THE LANGUAGE TEACHER. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1958.

PUB DATE 58
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ARTICULATION (PROGRAM), *CONFERENCE REPORTS, *LANGUAGE PROGRAMS, *LANGUAGE TEACHERS, *MODERN LANGUAGE CURRICULUM, AUDIOLINGUAL METHODS, AUDIOLINGUAL SKILLS, COMPOSITION SKILLS (LITERARY), CURRICULUM EVALUATION, FLES PROGRAMS, LANGUAGE LEARNING LEVELS, LANGUAGE RESEARCH, NOR-

THEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, PATTERN DRILLS (LANGUAGE), PROGRAM COORDINATION, PROGRAM PLANNING, RESEARCH COMMITTEES, SEQUENTIAL LEARNING, *TEACHER RECRUITMENT, TEACHER SHORTAGE, TESTS, TIME FACTORS (LEARNING).

THE SIX REPORTS OF THE WORKING COMMITTEES OF THE 1958 NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES EMPHASIZE, FROM THE TEACHER'S POINT OF VIEW, VARIOUS PROBLEMS CONFRONTING THE PROFESSION. THE REPORT PREPARED BY MARGARET E. EATON AND HER COMMITTEE ON CONTINUITY IN THE LANGUAGE CURRICULUM, GRADES 3 TO 12, RECOMMENDS A STUDY TIME SEQUENCE ACCEPTABLE TO BOTH ADMINISTRATORS AND LANGUAGE TEACHERS AND A CAREFULLY PLANNED PROGRAM CONTINUITY THAT COULD ASSIST IN ACHIEVING ACCEPTED EDUCATIONAL OBJECTIVES. CAROLYN E. BOCK'S COMMITTEE POINTS OUT THE EXTENT OF THE FOREIGN LANGUAGE TEACHER SHORTAGE, PREDICTS FUTURE NEEDS, AND SUGGESTS WAYS OF INCREASING THE SUPPLY. DOROTHY BRODIN'S COMMITTEE ON PATTERNS AS GRAMMAR ENDORSES AUDIOLINGUAL METHODS AND INTRODUCES DIFFERENT TYPES OF PATTERN DRILLS APPROPRIATE FOR CLASSROOM USE. THE COMMITTEE HEADED BY DONALD D. WALSH OFFERS FOUR STATEMENTS ABOUT SUCH REAL OR IMAGINED RESTRICTIONS AS THE COLLEGE ENTRANCE EXAMINATION BOARD OR REGENTS EXAMINATIONS, TEXTBOOKS, UNSYMPATHETIC ADMINISTRATIONS, OR UNREASONABLE DEMANDS OF COLLEGE LANGUAGE COURSES THAT ARE COMMONLY USED BY TEACHERS AS ALIBIS FOR CLASSROOM INEFFECTIVENESS. THE BRIEF REPORTS OF THE TWO REMAINING COMMITTEES CHAIRED RESPECTIVELY BY JEANNETTE ATKINS AND JAMES H. GREW INCLUDE STATEMENTS DEFINING AND EVALUATING THE TEACHING OF COMPOSITION IN A FOREIGN LANGUAGE PROGRAM AND REACTIONS TO THE PROBLEM OF SINGLE VERSUS MULTIPLE LANGUAGE OFFERINGS IN SECONDARY SCHOOLS. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 58 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK, N.Y. 10011. (AB)

ED 014 944 FL 000 699

EDDY, FREDERICK D.
THE LANGUAGE LEARNER. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1959.

PUB DATE 59
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ARTICULATION (PROGRAM), *COLLEGE HIGH SCHOOL COOPERATION, *CONFERENCE REPORTS, *LANGUAGE PROGRAMS, *SECONDARY SCHOOLS, AUDIOLINGUAL METHODS, AUDIOLINGUAL SKILLS, CLASSICAL LANGUAGES, COLLEGE LANGUAGE PROGRAMS, COURSE CONTENT, FLES PROGRAMS, LANGUAGE INSTRUCTION, LANGUAGE LEARNING LEVELS, LANGUAGE PROFICIENCY, LANGUAGE SKILLS, LANGUAGE TESTS, MODERN LANGUAGE CURRICULUM, NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, PROGRAM GUIDES, PROGRAM PLANNING, RESEARCH COMMITTEES,

IN AN ATTEMPT TO CODIFY A PROFESSIONAL OVER-ALL POLICY STATEMENT, THE 1959 NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES ASKED ITS FOUR WORKING COMMITTEES TO DETERMINE, AS AN INTERIM GOAL, HOW TO MAKE MAXIMALLY EFFECTIVE THE 6-YEAR SEQUENCE OF STUDY FROM GRADE 9 THROUGH THE SECOND YEAR OF COLLEGE. THE COMMITTEE REPORTS COMPRISE THIS VOLUME. THE FIRST GROUP, WITH WILMARTH H. STARR AS CHAIRMAN, TAKES THE FIRST STEP BY SPECIFICALLY STATING THE THEORY AND PRACTICE INVOLVED IN A BASICALLY AUDIOLINGUAL MODERN FOREIGN LANGUAGE PROGRAM AND HOW THE GENERAL ADOPTION OF THESE PRINCIPLES WOULD AFFECT RELATIONS BETWEEN LANGUAGES, SECONDARY SCHOOL AND COLLEGE CURRICULUMS, AND SCHOOL-TO-COLLEGE ARTICULATION. THE SECOND COMMITTEE, HEADED BY GORDON R. SILBER, TAKES THE SECOND STEP BY DRAWING, WITHIN THE FRAME ESTABLISHED BY THE FIRST GROUP, A FAIRLY DETAILED DESCRIPTION OF THE PROGRAM OF STUDY AT EACH LEVEL OF INSTRUCTION IN THE 6-YEAR SEQUENCE. THE THIRD STEP IS TAKEN IN THE REPORT PREPARED BY FILOMENA PELORO AND HER GROUP, IN WHICH ARE SET DOWN THE BASIC SPEECH SKILLS THAT, DEVELOPED IN A WELL-COORDINATED, LONGER SEQUENCE OF FLES AND JUNIOR HIGH LANGUAGE STUDY, WILL PRODUCE LANGUAGE COMPETENCY IN A TARGET LANGUAGE. THE FOURTH COMMITTEE, HEADED BY NELSON BROOKS, DEFINES, IN TERMS OF TESTING AND TEST RESULTS, THE LANGUAGE COMPETENCIES OF THE LEARNER AS HE MOVES THROUGH THE 6-YEAR STUDY SEQUENCE. THE REPORT OF THE COMMITTEE ON RESOLUTIONS CLARIFIES THE RELATIONSHIP BETWEEN CLASSICAL AND MODERN FOREIGN LANGUAGES AND OPINIONS ABOUT THE NATIONAL DEFENSE EDUCATION ACT. FOUR APPENDICES CONTAIN STATEMENTS ON COLLEGE LANGUAGE DEGREE REQUIREMENTS, QUALIFICATIONS FOR SECONDARY LANGUAGE TEACHERS, AND PREPARATION AND CERTIFICATION OF LANGUAGE TEACHERS. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 59 FOR \$2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N.Y. 10011. (AB)

ED 014 945 JC 660 038

PROCEDURE FOR THE ESTABLISHMENT OF COMMUNITY JUNIOR COLLEGES IN ARKANSAS.

ARKANSAS STATE COMM. ON COORD. OF HIGH. ED. FINANCE
PUB DATE APR 65
EDRS PRICE MF-\$0.25 HC-\$0.44 14P.

DESCRIPTORS *EDUCATIONAL PLANNING, *JUNIOR COLLEGES, *MASTER PLANS, *STATE LEGISLATION, *STATE PROGRAMS, ARKANSAS, EDUCATIONAL FINANCE, EDUCATIONAL LEGISLATION, FINANCIAL POLICY, FINANCIAL SUPPORT, TAX SUPPORT, TAXES.

CRITERIA FOR ESTABLISHMENT OF JUNIOR COLLEGE DISTRICTS IN ARKANSAS INCLUDE (1) A PROJECTED ENROLLMENT OF AT LEAST 300 FULL TIME EQUIVALENT STUDENTS IN THE THIRD YEAR OF OPERATION, (2) ASSESSED VALUATION ADEQUATE TO PROVIDE FROM LOCAL PROPERTY TAXES ONE-THIRD OF THE ANNUAL OPERATING COST AND THE TOTAL

DEBT SERVICE REQUIREMENTS FOR CAPITAL OUTLAY, (3) DISTRICT SIZE WHICH PROVIDES A MAXIMUM ONE-WAY COMMUTING TIME OF ONE HOUR, (4) A SITE OF AT LEAST 40 ACRES PLUS TWO ACRES FOR EACH 100 FULL TIME EQUIVALENTS, WITH ADEQUATE ZONING, TOPOGRAPHY, AND ACCESSIBILITY, (5) PROGRAMS OF TRANSFER COURSES, OCCUPATIONAL CURRICULA, AND CONTINUING EDUCATION, (6) BUILDING DESIGN WHICH CONFORMS TO A LONG RANGE MASTER PLAN, MEETS REQUIREMENTS OF APPROPRIATE CODES, IS SUITABLE FOR THE PROGRAMS AND ACTIVITIES OF THE COLLEGE, AND IS ECONOMICAL AND FLEXIBLE, AND (7) A PRESIDENT WITH A COMMITMENT TO AND EXPERIENCE IN THE COMMUNITY COLLEGE PROGRAM. JUNIOR COLLEGES ARE CONTROLLED BY LOCAL BOARDS, AND OPERATING EXPENSES ARE SHARED EQUALLY BY THE STATE, THE LOCAL DISTRICT, AND THE STUDENT. THE STEPS REQUIRED FOR ESTABLISHING A COMMUNITY COLLEGE ARE DESCRIBED, AND THE TEXT OF THE ENABLING LEGISLATION IS INCLUDED. (WO)

ED 014 946 JC 670 016

ALEXANDER, CHARLES
THE ADMINISTRATION OF LIBRARY INSTRUCTIONAL SERVICES IN THE COMMUNITY COLLEGE, HIGHLIGHTS OF A CONFERENCE (WAYNE STATE UNIVERSITY, NOVEMBER 19-20, 1965). NOVEMBER 19-20, 1965). WAYNE STATE UNIV., DETROIT, MICH.

PUB DATE 65
EDRS PRICE MF-\$0.25 HC-\$1.88 45P.

DESCRIPTORS *COLLEGE LIBRARIES, *JUNIOR COLLEGES, *LIBRARY SERVICES, *PLANNING, CONFERENCE REPORTS, INFORMATION PROCESSING, INSTRUCTIONAL MATERIALS CENTERS, LIBRARY PROGRAMS, LIBRARY STANDARDS, MULTICAMPUS DISTRICTS, NEW COLLEGES.

FOUR MAJOR TOPICS PROVIDED THE EMPHASIS OF THIS CONFERENCE FOR REPRESENTATIVES OF MICHIGAN COMMUNITY COLLEGES--(1) DIFFUSION OF INNOVATION FROM ITS SOURCES TO THOSE WHO MAKE MAXIMUM USE OR ADAPTATION OF ITS POSSIBILITIES, (2) CENTRALIZED LIBRARY SERVICES IN MULTICAMPUS DISTRICTS, (3) AVAILABILITY AND USE OF LEARNING RESOURCES IN THE DISCIPLINES AND TECHNOLOGIES, AND (4) PLANNING FOR THE LIBRARY IN THE NEW COMMUNITY COLLEGE. PAPERS PRESENTED AT THE CONFERENCE AND RECORDS OF THE DISCUSSION SESSIONS ARE INCLUDED IN THIS REPORT. (WO)

ED 014 947 JC 670 034

SANDGREN, DUANE
THE CHARACTERISTICS OF HARTNELL STUDENTS.

EDRS PRICE MF-\$0.50 HC-\$4.68 115P.

DESCRIPTORS *CHEATING, *COLLEGE ENTRANCE EXAMINATIONS, *GRADUATE SURVEYS, *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, ACT, ADJUSTMENT PROBLEMS, COOPERATIVE ENGLISH TEST, DAVIS READING TEST, FOLLOWUP STUDIES, MOONEY PROBLEM CHECK LIST, SAT, SCAT, STUDENT COLLEGE RELATIONSHIP, STUDENT OPINION, STUDENT PROBLEMS, STUDENT REACTION.

FOUR MAJOR STUDIES OF THE CHARACTERISTICS OF HARTNELL COLLEGE STUDENTS WERE MADE DURING THE 1965-66 YEAR. (1) SCORES WERE REPORTED FOR A

VARIETY OF ENTRANCE TESTS (AMERICAN COLLEGE TESTING PROGRAM, SCHOLASTIC APTITUDE TEST, SCHOOL AND COLLEGE ABILITY TESTS, COOPERATIVE ENGLISH TEST, AND DAVIS READING TEST), AND A PROFILE OF THE TYPICAL ENTERING FRESHMAN WAS COMPILED, ACCOMPANIED BY TABULATED INFORMATION ABOUT AGE, MARITAL AND DATING STATUS, FAMILY INCOME, PLANS AND GOALS, AND HIGH SCHOOL GRADES. (2) THE MOONEY PROBLEM CHECK LIST WAS ADMINISTERED TO 448 FRESHMEN. PROBLEMS IDENTIFIED AS "SERIOUS" OR "COMMON" WERE TABULATED, AND STUDENTS' COMMENTS WERE LISTED. (3) A SURVEY OF GRADUATES' OPINIONS ABOUT CHEATING DURING EXAMINATIONS INCLUDED THEIR IDEAS ABOUT THE INCIDENCE OF CHEATING, PENALTIES, IMPROVEMENT OF EXAMINATION PROCEDURES, THE HONOR SYSTEM, AND SOLUTIONS FOR CHEATING PROBLEMS. (4) A FOLLOWUP STUDY OF THE CLASSES OF 1956, 1961, AND 1965 PROVIDED INFORMATION ABOUT SUCCESS OF TRANSFER STUDENTS, OCCUPATIONS, ADEQUACY OF THE JUNIOR COLLEGE PROGRAM, FUTURE PLANS, OPINIONS ABOUT COCURRICULAR PROGRAMS, AND GENERAL REACTIONS TO THE JUNIOR COLLEGE EXPERIENCE. (WO)

ED 014 948 JC 670 178

COX, JAMES N.
CURRICULUM COORDINATION IN MULTICAMPUS JUNIOR COLLEGE DISTRICTS--CASE STUDIES IN COMMUNICATION.

PUB DATE JUN 66

EDRS PRICE MF-\$0.25 HC-\$2.36 57P.

DESCRIPTORS *COMMUNICATION PROBLEMS, *JUNIOR COLLEGES, *MULTICAMPUS DISTRICTS, ADMINISTRATIVE ORGANIZATION, ADMINISTRATIVE PROBLEMS, ADMINISTRATOR ROLE, ARTICULATION (PROGRAM), CALIFORNIA, LONG BEACH, LOS ANGELES, PROGRAM COORDINATION, SAN DIEGO.

THE IMPACT OF ORGANIZATIONAL STRUCTURE ON COMMUNICATION IS EXAMINED IN A STUDY OF THREE SYSTEMS--(1) IN THE MULTICOLLEGE LOS ANGELES SYSTEM, RAPID GROWTH FROM ONE INSTITUTION TO SEVEN INDEPENDENT COLLEGES NECESSITATED ESTABLISHMENT OF EFFECTIVE COMMUNICATION CHANNELS TO PROMOTE COORDINATION AND ARTICULATION, REDUCE COMPETITION, AND ESTABLISH COMMON BASES FOR OPERATION. (2) IN SAN DIEGO, ONE INSTITUTION IS COMPOSED OF TWO DAY CAMPUSES, CALLED "COLLEGES," AND ONE EVENING COLLEGE WHICH SHARES THE FACILITIES OF THE OTHER TWO. CENTRALIZATION AND DIVERSIFICATION OF ADMINISTRATIVE FUNCTIONS, CLASSIFICATION OF ROLES OF INDIVIDUAL CAMPUSES, AND ALLOCATION OF PROGRAMS ARE EXAMPLES OF PROBLEM AREAS. (3) IN LONG BEACH, THE COLLEGE IS A SYSTEM OF MANY PROGRAMS WITH A CENTRAL ADMINISTRATION WHICH IS ITSELF A PART OF A UNIFIED SCHOOL DISTRICT ADMINISTRATION. THE ADMINISTRATIVE ORGANIZATION IN EACH DISTRICT IS DESCRIBED AND PROCESSES FOR IMPROVING COMMUNICATION ARE OUTLINED. (WO)

ED 014 949 JC 670 206

MERSON, THOMAS B.
REPORT OF STUDENT RETENTION-DISMIS-

SAL PRACTICES IN SELECTED CALIFORNIA JUNIOR COLLEGES.

PUB DATE JUN 66

EDRS PRICE MF-\$0.25 HC-\$2.00 48P.

DESCRIPTORS *ACADEMIC PROBATION, *DISQUALIFICATION, *JUNIOR COLLEGES, *POLICY, ACADEMIC ACHIEVEMENT, CALIFORNIA, POLICY FORMATION, SCHOOL HOLDING POWER.

STATEMENTS OF THE PROBATION AND DISMISSAL POLICIES FOR EACH OF 21 CALIFORNIA JUNIOR COLLEGES ARE ACCOMPANIED BY STATISTICAL DATA SHOWING THE NUMBERS OF STUDENTS AFFECTED BY THE POLICIES, AND IN SOME CASES--THE EFFECTS OF RAISING THE STATE MINIMUM GRADE POINT AVERAGE FOR GOOD STANDING FROM ITS CURRENT 1.5 TO 2.0. CONCLUDING THAT PROBATION-DISSMISSAL-RETENTION STANDARDS CONSTITUTE A COMPLEX PROBLEM WHICH PROBABLY WILL NOT BE SOLVED BY REGULATIONS, THE AUTHOR RECOMMENDS FURTHER STUDIES--(1) COMPILATION OF AN ACCURATE RECORD OF THE CURRENT JUNIOR COLLEGE PRACTICES WITH RESPECT TO PERFORMANCE STANDARDS, (2) THE IMPACT AND EFFECTIVENESS OF SELECTED PRACTICES ON STUDENT ACHIEVEMENT, (3) SIMILAR STUDIES IN THE UNIVERSITY AND STATE COLLEGES, (4) MEANS OF EARLY IDENTIFICATION OF STUDENTS WHO, UNDER NORMAL PROCEDURES, WOULD HAVE MINIMAL SUCCESS IN JUNIOR COLLEGE, AND (5) IMPROVED, INNOVATIVE PRACTICES TO INCREASE THE VALUE OF POST-HIGH SCHOOL EDUCATION TO THOSE FOR WHOM TRADITIONAL PROGRAMS ARE INEFFECTIVE. (WO)

ED 014 950 JC 670 209

GROMACKI, CHESTER
A STUDY OF CURRENT PRACTICES AND DEVELOPMENT OF AN ADVISORY COMMITTEE HANDBOOK.

PUB DATE JUN 66

EDRS PRICE MF-\$0.25 HC-\$1.24 29P.

DESCRIPTORS *ADVISORY COMMITTEES, *GUIDELINES, *JUNIOR COLLEGES, *SCHOOL COMMUNITY RELATIONSHIP, CITIZEN PARTICIPATION, COMMUNITY ACTION, MANUALS.

LAY ADVISORY COMMITTEES, WHICH MAY BE GENERAL IN NATURE OR MAY DIRECT THEIR ATTENTION TO SPECIFIC PROGRAMS, ARE ORGANIZED TO ADVISE AND COUNSEL SCHOOL ADMINISTRATORS AND TO MAKE SUGGESTIONS OR RECOMMENDATIONS FOR GUIDANCE OF STATE AND LOCAL BOARDS. THEY PROVIDE THE TWO-WAY COMMUNICATION BETWEEN THE SCHOOL AND THE COMMUNITY WHICH IS ESSENTIAL TO ALL EDUCATIONAL PROGRAMS. THE DECISION TO ESTABLISH AN ADVISORY COMMITTEE MUST COME FROM A PROPERLY CONSTITUTED AUTHORITY AND SHOULD FOLLOW CONSIDERATION OF THE COMMITTEE'S PURPOSE, MEMBERSHIP QUALIFICATIONS, SIZE, AND OPERATION. THE SECOND PART OF THE PAPER IS A SAMPLE HANDBOOK FOR ADVISORY COMMITTEES, WITH SECTIONS ON FUNCTIONS, TYPES, ESTABLISHMENT PROCEDURES, EFFECTIVE USE OF COMMITTEES, RESPONSIBILITIES OF SCHOOL REPRESENTATIVES, CONDUCT OF MEETINGS, AND FOLLOWUP OF MEETINGS. (WO)

ED 014 951 JC 670 225

EPLER, STEPHEN M.

FACULTY-ADMINISTRATION RELATIONSHIPS-WHY THE CONFLICT.
PUB DATE 10 DEC 66
EDRS PRICE MF-\$0.25 HC-\$1.16 27P.

DESCRIPTORS *COLLEGE ADMINISTRATION, *COLLEGE FACULTY, *CONFLICT, *JUNIOR COLLEGES, *TEACHER ADMINISTRATOR RELATIONSHIP, ADMINISTRATOR ROLE, DECISION MAKING, FACULTY ORGANIZATIONS, GOVERNANCE, POLICY FORMATION, TEACHER ROLE.

EVIDENCE OF CONFLICT IS SEEN IN THE GROWING NUMBER OF FACULTY ORGANIZATIONS AND IN THEIR GROWTH OF ACTIVISM AND THEIR CHANGE IN EMPHASIS. IN THE TRANSITION OF THE JUNIOR COLLEGE FROM A PUBLIC SCHOOL TO A HIGHER EDUCATION STATUS, SOME CONFLICT IS EXPECTED. ADMINISTRATOR-PERCEIVED STEREOTYPES OF FACULTY AND FACULTY-PERCEIVED STEREOTYPES OF ADMINISTRATORS ARE REINFORCED BY SPECIFIC INCIDENTS AND TEND TO AGGRAVATE CONFLICT. COMMITTED TO A DISCIPLINE, THE FACULTY MEMBER DOES NOT NECESSARILY SHARE THE ADMINISTRATOR'S INSTITUTIONAL ORIENTATION. LACK OF ADEQUATE DATA AND INFORMATION TENDS TO DIRECT ATTENTION FROM EDUCATIONAL OR INSTITUTIONAL ISSUES TO THOSE OF PERSONALITIES. COMMUNICATION PROBLEMS ARE ACENTUATED BY DIFFERENCES IN PERCEPTION OF THE AMOUNT OF FACULTY PARTICIPATION IN DECISION MAKING AND POLICY FORMATION, AS WELL AS BY DIFFERENCES IN ROLE EXPECTATIONS. SOME ADMINISTRATOR-FACULTY CONFLICT IS NATURAL, EVEN AMONG THE MOST ADEPT ADMINISTRATORS AND MOST FAIR-MINDED FACULTY. EFFORTS SHOULD BE CONCENTRATED ON PREVENTING AGGRAVATED CONFLICT AND ON MODULATING NATURAL CONFLICT. (WO)

ED 014 952 JC 670 228

STICKLER, W. HUGH AND OTHERS
THE EXPERIMENTAL JUNIOR COLLEGE.
(TITLE SUPPLIED).

PUB DATE FEB 67
EDRS PRICE MF-\$0.50 HC-\$2.60 63P.

DESCRIPTORS *CONFERENCE REPORTS, *EXPERIMENTAL SCHOOLS, *INNOVATION, *JUNIOR COLLEGES, DEVELOPMENT, EDUCATIONAL PHILOSOPHY, EXPERIMENTAL PROGRAMS, GUIDELINES, HIGHER EDUCATION, INSTRUCTIONAL INNOVATION.

THREE MAJOR PAPERS WERE PRESENTED AT THE CONFERENCE-(1) W. HUGH STICKLER DEFINED AN EXPERIMENTAL COLLEGE AS AN INSTITUTION WHICH MANIFESTS PERSISTENT COMMITMENT TO A BELIEF THAT HIGHER EDUCATION CAN BE IMPROVED AND WHICH INNOVATES ON A CONTINUING BASIS TO ACHIEVE THAT IMPROVEMENT. HE DESCRIBED 26 CHARACTERISTICS OF EXPERIMENTAL COLLEGES, LISTED THE TYPES OF NEEDS WHICH SUCH COLLEGES CAN MEET, AND WARNED AGAINST THE DANGERS OF RETREATING TO COMPLACENCY OR TRADITION. (2) JOHN LOMBARDI DISCUSSED THE RELATIONSHIP OF EXPERIMENTATION TO SELF-MOTIVATED INSTRUCTORS, ADMINISTRATIVE SPONSORSHIP AND ENCOURAGEMENT, EXPERIMENTAL DIVISIONS, MULTICAMPUS DISTRICTS, REGIONAL LABORATORIES, INTERAGENCY COOPERATION, AND THE

SPECIAL PROBLEMS OF LOW ABILITY STUDENTS. (3) IN DESCRIBING GUIDELINES FOR ESTABLISHING EXPERIMENTAL COLLEGES, B. LAMAR JOHNSON (A) EMPHASIZED DEFINITION OF PURPOSE, BUILDING A STRUCTURE, OPERATING THE STRUCTURE, AND EVALUATING THE OPERATION, AND (B) EMPHASIZED THE NEED FOR EXPERIMENTATION IN VOCATIONAL, AS WELL AS IN LIBERAL OR GENERAL, EDUCATION. THESE POSITION PAPERS WERE PRESENTED AT A SEMINAR ON THE EXPERIMENTAL JUNIOR COLLEGE (PALO ALTO, CALIFORNIA, FEBRUARY 24-25, 1967). (WO)

ED 014 953 JC 670 236

KINTZER, FREDERICK C.
FACULTY HANDBOOKS RESTUDIED.
PUB DATE NOV 66

EDRS PRICE MF-\$0.25 HC-\$0.36 7P.
DESCRIPTORS *COLLEGE FACULTY, *GUIDES, *JUNIOR COLLEGES, *MANUALS, ADMINISTRATIVE POLICY, SCHOOL PUBLICATIONS, TEACHER ADMINISTRATOR RELATIONSHIP, TEACHER RESPONSIBILITY, TEACHER ROLE.

FACULTY HANDBOOKS AT 44 CALIFORNIA AND ARIZONA JUNIOR COLLEGES WERE ANALYZED, AND THE RESULTS WERE COMPARED WITH FINDINGS OF A 1961 STUDY (ERIC DOCUMENT JC 660 442). WHILE SUCH HANDBOOKS HAVE BECOME MORE COMPREHENSIVE AND DIVERSE, AND WHILE THEIR CONTENTS REFLECT NEW DIMENSIONS IN JUNIOR COLLEGE EDUCATION, THEY HAVE BECOME INCREASINGLY STANDARDIZED AND STEREOTYPED. LEGAL TERMINOLOGY HAS OFTEN REPLACED SIMPLER, MORE READABLE EXPLANATIONS, AND THE HANDBOOKS TEND TO RESEMBLE POLICY MANUALS, WITH FREQUENT QUOTATIONS FROM STATE LEGAL CODES. HANDBOOKS IN BOTH STUDIES GAVE MAXIMUM ATTENTION TO PROCEDURAL, PROFESSIONAL, AND GENERAL REGULATORY MATTERS. THOSE WHO PREPARE FACULTY HANDBOOKS SHOULD GIVE ATTENTION TO (1) THE VALUE OF EACH TOPIC TO THE FACULTY, (2) INTEREST AND SUCINCTNESS, (3) LOGICAL ORGANIZATION, (4) USE OF UNDERSTANDABLE TERMS, ESPECIALLY FOR THE NEW TEACHER, (5) EASY REFERENCE, AND (6) LIBERAL USE OF ILLUSTRATIONS, CHARTS, AND GRAPHS. THE AUTHOR IDENTIFIES HANDBOOKS WITH UNIQUE OR EXTENSIVE COVERAGE OF SPECIFIC TOPICS. THIS ARTICLE IS A REPRINT FROM THE "JOURNAL OF SECONDARY EDUCATION," VOLUME 41, NUMBER 7, NOVEMBER, 1966. (WO)

ED 014 954 JC 670 257

OOSTING, KENNETH W.
EQUATING FACULTY LOADS.
AMERICAN ASSN. OF JUNIOR COLLEGES,
WASHINGTON, D.C.
PUB DATE MAY 66

EDRS PRICE MF-\$0.25 HC-\$0.20 3P.
DESCRIPTORS *JUNIOR COLLEGES, CLASS SIZE, COLLEGE FACULTY, TEACHING ASSIGNMENT, TEACHING LOAD.

AT ALPENA COMMUNITY COLLEGE, A NORMAL TEACHING LOAD FOR ANY FACULTY MEMBER IS 14-16 SEMESTER HOURS, WITH 75-125 STUDENTS AND 2-3 PREPARATIONS. VARIATIONS FROM THE SCHEDULE ARE IN ACCORDANCE WITH SPECIFIC FORMULAS RELATING TO

TOTAL MEMBERS OF STUDENTS, NUMBERS OF PREPARATIONS, ASSIGNMENT TO ENGLISH COMPOSITION CLASSES, NEW COURSES, AND CLASSES OFFERED IN THE EVENING OR ON SATURDAY. THE DOCUMENT PRESENTS DETAILS OF THE PLAN. THIS ARTICLE IS PUBLISHED IN THE "JUNIOR COLLEGE JOURNAL," VOLUME 36, NUMBER 8, MAY, 1966. (WO)

ED 014 955 JC 670 268

DESSENT, SHIRLEY C.
GROUP COUNSELING-PLUS-INCREASING SCHOOL SUCCESS OF JUNIOR COLLEGE STUDENTS.
GLENDALE JUNIOR COLL., CALIF.
PUB DATE DEC 64

EDRS PRICE MF-\$0.25 HC-\$0.52 11P.
DESCRIPTORS *ACADEMIC PROBATION, *COLLEGE STUDENTS, *GROUP COUNSELING, *JUNIOR COLLEGES, ACADEMIC ACHIEVEMENT, CALIFORNIA, GLENDALE, GRADE POINT AVERAGE, NONDIRECTIVE COUNSELING, STUDENT IMPROVEMENT.

TO TEST THE HYPOTHESIS THAT STUDENTS ON ACADEMIC PROBATION WHO RECEIVED SUPPORT AND INSIGHT FROM A GROUP WOULD OBTAIN HIGHER GRADE POINT AVERAGES THAN THOSE WITHOUT SUCH AN EXPERIENCE, THE RECORDS OF AN EXPERIMENTAL GROUP OF 30 PROBATIONARY STUDENTS WERE MATCHED ON THE BASIS OF AGE, SEX, AND NUMBER OF UNITS TAKEN, MARITAL STATUS OF PARENTS, ACADEMIC OR VOCATIONAL PROGRAM, AND ENTRANCE TEST SCORES. IN 10 UNSTRUCTURED GROUP SESSIONS, EXPERIMENTAL SUBJECTS DISCUSSED PRESENT STUDY PROBLEMS, SCHOOL EXPERIENCES, AND INTERPERSONAL RELATIONSHIPS. ACADEMIC ADVISEMENT AND INDIVIDUAL COUNSELING WERE ALSO PROVIDED. OF THE EXPERIMENTAL GROUP, 56 PERCENT EARNED A 2.0 OR HIGHER GPA AT THE END OF THE SEMESTER, AS COMPARED WITH 26 PERCENT OF THE CONTROL GROUP. IN 76 PERCENT OF THE CASES, INDIVIDUALS IN THE EXPERIMENTAL GROUP RECEIVED HIGHER GRADES THAN THEIR CONTROL GROUP COUNTERPARTS. THREE EXPERIMENTAL GROUP MEMBERS AND NO CONTROLS EARNED A 3.0 GPA. STUDENTS IN THE EXPERIMENTAL GROUP WERE ALSO OBSERVED TO IMPROVE IN APPEARANCE AND DRESS, BEGIN JOINING CLUBS, INCREASE DATING, AND OBTAIN PART-TIME WORK. IN SOME CASES, PARENTS INFORMED THE COLLEGE OF IMPROVED FAMILY RELATIONSHIPS. TWO SOURCES OF POSSIBLE BIAS ARE THE DIFFERENCES BETWEEN THE GROUPS WITH RESPECT TO EDUCATION OF THEIR FATHERS AND THE EXPERIMENTAL GROUP'S LARGER NUMBER OF STUDENTS RETURNING TO COLLEGE AFTER AN ABSENCE. (WO)

ED 014 956 JC 670 279

SCHROEDER, WAYNE L. SAPIENZA,
DUNNOVAL L.
THE PUBLIC JUNIOR COLLEGE ADULT EDUCATION ADMINISTRATOR.
PUB DATE 64

EDRS PRICE MF-\$0.25 HC-\$0.64 14P.
DESCRIPTORS *JUNIOR COLLEGES, ADMINISTRATIVE ORGANIZATION, ADMINISTRATIVE PERSONNEL, ADMINISTRATOR QUALIFICATIONS, ADMINISTRATOR ROLE, ADULT EDUCATION, FLORIDA, TALLAHASSEE.

IN A NATIONWIDE STUDY OF THE RESPONSIBILITIES, CHARACTERISTICS, AND BACKGROUND OF ADULT EDUCATION ADMINISTRATORS IN PUBLIC JUNIOR COLLEGES, QUESTIONNAIRE RESPONSES FROM 126 ADMINISTRATORS OF A POPULATION OF 127 WERE ANALYZED. THE TYPICAL POSITION WAS LOCATED IN ONE OF FIVE STATES, HAD BEEN CREATED SINCE 1960, WAS EXCLUSIVELY ADMINISTRATIVE, AND WAS IN A "DIRECT LINE" RELATIONSHIP TO THE INSTITUTION'S CHIEF ADMINISTRATOR. THE TYPICAL ADMINISTRATOR (1) WAS A MALE, (2) WAS FROM 40 TO 59 YEARS OF AGE, (3) WAS AS LIKELY TO HAVE BEEN A TEACHER AS A COLLEGE ADMINISTRATOR IMMEDIATELY BEFORE HIS PRESENT POSITION, (4) HAD AT LEAST A MASTER'S DEGREE, AND (5) WAS APPOINTED FROM WITHIN THE INSTITUTION OR FROM A PUBLIC SCHOOL. WHILE EDUCATION AND ADMINISTRATION ACCOUNTED FOR ALMOST HALF OF THE RESPONDENTS' DEGREES, JUNIOR COLLEGE AND ADULT EDUCATION ADMINISTRATION WERE NOT COMMON FIELDS OF PREPARATION. THE FINDINGS RAISE QUESTIONS ABOUT THE ADEQUACY OF CURRENT EDUCATIONAL AND EXPERIENTIAL TRAINING FOR SUCH POSITIONS, AND ABOUT THE RELATIONSHIP OF AN ADMINISTRATOR'S BACKGROUND TO THE QUANTITY AND QUALITY OF THE PROGRAM HE ADMINISTERS. (WO)

ED 014 957 JC 670 282

RHODES, ERIC F. AND OTHERS
RECOMMENDATIONS FOR ESTABLISHING AN ADMINISTRATIVE ORGANIZATION-VIRGINIA DEPARTMENT OF COMMUNITY COLLEGES.

EDUCATIONAL SERVICE BUREAU INC.,
ARLINGTON, VA.

PUB DATE DEC 66

EDRS PRICE MF-\$0.25 HC-\$2.12 51P.

DESCRIPTORS *ADMINISTRATIVE ORGANIZATION, *GOVERNANCE, *JUNIOR COLLEGES, *STATE PROGRAMS, ADMINISTRATIVE PERSONNEL, ADMINISTRATOR ROLE, COLLEGE ADMINISTRATION, STATE SCHOOL DISTRICT RELATIONSHIP, STATE SCHOOLS, VIRGINIA.

THE VIRGINIA STATE BOARD FOR COMMUNITY COLLEGES IS RESPONSIBLE FOR THE ESTABLISHMENT, CONTROL, ADMINISTRATION, AND SUPERVISION OF ALL COMMUNITY COLLEGES ESTABLISHED BY THE STATE. THE ORGANIZATIONAL PLAN IS DESIGNED TO PROVIDE FOR STATEWIDE FISCAL CONTROL, COORDINATION OF EDUCATIONAL PROGRAMS, LEADERSHIP IN STUDENT PERSONNEL SERVICES, STAFF AND EQUIPMENT FOR RESEARCH, AND COOPERATION WITH FEDERAL AGENCIES. THE DIRECTOR, WHO IS RESPONSIBLE TO THE BOARD, IS ASSISTED BY LEGAL COUNSEL, AN ADMINISTRATIVE ASSISTANT, A DEPUTY DIRECTOR, AND AN ADVISORY COUNCIL OF COMMUNITY COLLEGE PRESIDENTS. ASSOCIATE DIRECTORS HEAD PROGRAMS IN ADMINISTRATION AND FINANCE, INSTITUTIONAL PROGRAMS, STUDENT AFFAIRS AND SERVICES, SPECIAL TRAINING PROGRAMS, AND RESEARCH AND DEVELOPMENT. THE MINIMUM COLLEGE ADMINISTRATIVE STRUCTURE SHOULD CONSIST OF A PRESIDENT, WITH DEANS FOR ADMINISTRATION AND FINANCE, INSTRUCTION, AND STUDENT SERVICES. FURTHER DIVISION OF RESPONSIBILITY OCCURS AS THE NUMBER OF STUDENTS

INCREASES. MULTICAMPUS ORGANIZATIONS ARE BASED ON THIS PLAN. THE PLAN INCLUDES ORGANIZATIONAL CHARTS, STATEMENTS OF DUTIES AND RESPONSIBILITIES, SALARY RANGES, AND A SCHEDULE FOR IMPLEMENTING THE PLAN. (WO)

ED 014 958

JC 670 285

A POLICY PLAN FOR COMMUNITY COLLEGE EDUCATION IN THE STATE OF WASHINGTON, REPORT TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION. (ABRIDGED).

LITTLE (ARTHUR D.) INC., BOSTON, MASS.

REPORT NUMBER C-67738

PUB DATE 30 JUN 66

EDRS PRICE MF-\$0.25 HC-\$2.08 50P.

DESCRIPTORS *ADMINISTRATIVE ORGANIZATION, *GOVERNANCE, *JUNIOR COLLEGES, *STATE PROGRAMS, ADMINISTRATIVE PERSONNEL, COLLEGE ADMINISTRATION, COLLEGE PLANNING, EDUCATIONAL FINANCE, SCHOOL DISTRICTS, STATE SCHOOL DISTRICT RELATIONSHIP, WASHINGTON.

IN 1965-66, AN INDEPENDENT RESEARCH AGENCY STUDIED THE EXISTING STRUCTURE OF COMMUNITY COLLEGES IN WASHINGTON AND CONCLUDED THAT (1) DEMAND FOR COMMUNITY COLLEGE EDUCATION WILL INCREASE, ESPECIALLY IN NONTRANSFER PROGRAMS, (2) THE STATE SHOULD CONTINUE AND STRENGTHEN ITS OPEN DOOR POLICY, (3) A SYSTEM OF INDEPENDENT COMMUNITY COLLEGE DISTRICTS IS NEEDED, (4) PENDING ESTABLISHMENT OF A STATE BOARD FOR COMMUNITY COLLEGES WITH AN APPROPRIATE STAFF ORGANIZATION, A STRONG DIVISION OF COMMUNITY COLLEGE EDUCATION SHOULD BE ORGANIZED IMMEDIATELY IN THE OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, (5) LEGISLATIVE AND CONSTITUTIONAL CHANGES ARE NEEDED TO INCREASE FINANCIAL SUPPORT, WITH THE STATE CONTRIBUTING TWO-THIRDS OF OPERATING EXPENSES, AND TUITION PAYMENTS AS LOW AS POSSIBLE, (6) COMPREHENSIVE 5-YEAR PLANS FOR DEVELOPMENT AND GUIDELINES FOR OPERATION SHOULD BE PREPARED, AND (7) PROMPT ACTION SHOULD BE TAKEN TO ORGANIZE THE SYSTEM. A STATEWIDE SYSTEM OF 20 DISTRICTS IS RECOMMENDED, WITH EACH DISTRICT PROVIDING COMPREHENSIVE COMMUNITY COLLEGE PROGRAMS. DETAILED RECOMMENDATIONS FROM THE RESEARCH AGENCY ARE OFFERED FOR BOTH STATE AND LOCAL ADMINISTRATIVE UNITS. (WO)

ED 014 959

JC 670 288

FITCH, NAOMI

EVALUATION OF INSTRUCTORS IN CALIFORNIA JUNIOR COLLEGES.

CALIFORNIA UNIV., BERKELEY

PUB DATE 65

EDRS PRICE MF-\$0.50 HC-\$3.44 84P.

DESCRIPTORS *COLLEGE FACULTY, *JUNIOR COLLEGES, CALIFORNIA, EFFECTIVE TEACHING, STUDENT OPINION, TEACHER EVALUATION, TEACHER IMPROVEMENT, TEACHER RATING.

THE MAJOR PORTION OF THIS REPORT CONSISTS OF (1) A SERIES OF EXCERPTS FROM ACCREDITATION APPLICATIONS, PRESENTING POLICIES AND/OR PROCEDURES FOR INSTRUCTIONAL EVALUATION AT 23 CALIFORNIA JUNIOR COL-

LEGES, (2) SAMPLES OF FORMS FOR STUDENT EVALUATION OF INSTRUCTION, (3) SAMPLES OF FORMS FOR ADMINISTRATOR EVALUATION OF TEACHERS, AND (4) SAMPLES OF CLASSROOM VISITATION REPORT FORMS. (WO)

ED 014 960

JC 670 290

LANGE, CRYSTAL M.

AUTO-TUTORIAL AND MOBILE-TUTORIAL LABORATORY TECHNIQUES IN NURSING EDUCATION.

PUB DATE MAR 66

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *AUTOTUTORIAL PROGRAMS, *JUNIOR COLLEGES, *NURSING, AUDIOVISUAL INSTRUCTION, AUTOTUTORIAL MATERIALS, MATHEMATICS INSTRUCTION, SINGLE CONCEPT FILMS.

USE OF AN AUTOTUTORIAL PROGRAM IN A MATHEMATICS UNIT FOR DELTA COLLEGE NURSING STUDENTS RESULTED IN FAVORABLE STUDENT REACTION AND A HIGHER PERCENTAGE OF SUCCESS THAN IN A GROUP TAUGHT BY CONVENTIONAL METHODS. THIS SUCCESS LED TO THE DEVELOPMENT OF 8-MILLIMETER FILMS, ACCOMPANIED BY AUDIO EXPLANATIONS ON TAPE, FOR DEMONSTRATING NURSING TECHNIQUES AND COMPLEX SITUATIONS WHICH ARE NOT ORDINARY STUDY MATERIAL IN THE TRADITIONAL CLASSROOM. THE STUDENT USING THE EQUIPMENT WAS ABLE TO STOP THE PROCESS AT ANY TIME FOR CLOSE STUDY, AND HE COULD REVIEW THE LEARNING EXPERIENCE AS MANY TIMES AS DESIRED. IT WAS EXPECTED THAT THE PROCESS WOULD (1) RELEASE INSTRUCTORS TO GIVE INDIVIDUAL INSTRUCTION AND SUPERVISION, (2) UTILIZE FACULTY IN TEACHING GREATER NUMBERS OF STUDENTS WITHOUT LOSS OF INSTRUCTIONAL QUALITY, (3) PERMIT STUDENTS TO PROGRESS AT THEIR OWN OPTIMUM SPEEDS, AND (4) FACILITATE THE USE OF THE MATERIALS BEYOND THE COLLEGE WHERE THEY WERE DEVELOPED. THIS PAPER WAS PRESENTED AT THE NATIONAL CONFERENCE FOR ASSOCIATE DEGREE PROGRAMS IN NURSING (3RD, ST. LOUIS, MISSOURI, MARCH 4-5, 1966). (WO)

ED 014 961

JC 670 297

BECK, ISABEL H.

TELEVISION AND COLLEGE INSTRUCTION. LOS ANGELES CITY SCHOOLS, CALIF.

PUB DATE JAN 65

EDRS PRICE MF-\$0.25 HC-\$1.56 37P.

DESCRIPTORS *INSTRUCTIONAL TELEVISION, *JUNIOR COLLEGES, CLOSED CIRCUIT TELEVISION, INSTRUCTIONAL AIDS, INSTRUCTIONAL INNOVATION, INSTRUCTIONAL MEDIA, TELEVISION TEACHERS.

STUDIES OF THE EFFECTIVENESS OF INSTRUCTIONAL TELEVISION (ITV) HAVE SHOWN IT TO BE AT LEAST AS PRODUCTIVE AS STANDARD METHODS. WHEN IT IS AVAILABLE, THE COLLEGE TEACHER CAN SELECT THE MEANS BY WHICH HE CAN DO HIS BEST TEACHING. MANY TEACHERS REGARD ITV AS AN IMPORTANT AID WHICH FREES THEM FOR MORE EFFECTIVE TEACHING, GUIDANCE, AND EVALUATION. AS CLASSROOM LECTURES BECOME, IN EFFECT, PUBLIC APPEARANCES, PREPARATION AND DELIVERY BY THE INSTRUCTOR BECOME MORE METICULOUS, AND STUDENTS EXPECT A

HIGHER LEVEL OF PERFORMANCE. LEGAL PROBLEMS ARE FOUND IN MATTERS OF ROYALTIES, RESIDUALS, AND RERUNS. MOST OF THE DIFFICULTIES WHICH ARE EXPECTED AT THE INITIATION OF ITV PROGRAMS CAN BE OVERCOME BY COOPERATIVE PLANNING AMONG TEACHING COLLEAGUES, PREPARATION WITH THE SKILLS OF VISUAL AIDS SPECIALISTS, PRODUCTION IN COOPERATION WITH EXPERIENCED TELEVISION CREWS, AND INTEGRATION INTO THE TOTAL INSTRUCTIONAL PROGRAM WITH THE HELP OF COMPETENT CLERICAL PERSONNEL. RESULTS OF STUDIES AND EXPERIENCES WITH INSTRUCTIONAL TELEVISION ARE CITED. (WO)

ED 014 962 JC 670 347

BISSELL, CLAUDE AND OTHERS
THE CITY COLLEGE.
COMMITTEE OF PRES. OF PROV. ASSISTED
UNIV. AND COLL.
REPORT NUMBER SR-2
PUB DATE FEB 65

EDRS PRICE MF-\$0.25 HC-\$0.54 19P.

DESCRIPTORS *COLLEGE ROLE, *FOREIGN COUNTRIES, *JUNIOR COLLEGES, CANADA, COMMUNITY COLLEGES, EDUCATIONAL NEEDS, GENERAL EDUCATION, HIGHER EDUCATION, ONTARIO, TECHNICAL EDUCATION, TRANSFER PROGRAMS, UNIVERSITIES, VOCATIONAL EDUCATION, VOCATIONAL SCHOOLS.

DETERMINATION OF THE FUNCTION OF A NEW EDUCATIONAL UNIT MUST BE BASED ON CONSIDERATION OF FIVE POSITIONS: (1) THE TRADITIONALIST POINT OF VIEW THAT STUDENTS WHO SHOW THEMSELVES TO BE QUALIFIED FOR THE UNIVERSITY SHOULD HAVE PRIORITY TREATMENT, (2) A PHILOSOPHICAL ARGUMENT THAT THE VALUE OF EDUCATION IS RELATED TO ITS QUALITY AND THAT DEMOCRATIZATION OF EDUCATION HARMS SOCIETY IF IT RESULTS IN A LOWERING OF EDUCATIONAL STANDARDS, (3) A SOCIOLOGICAL STATEMENT THAT EDUCATION IS GOOD FOR ALL AND SHOULD STRESS GENERAL RATHER THAN SPECIFIC ASPECTS, (4) THE PSYCHOLOGIST'S REASONING THAT GENERAL EDUCATION IS GOOD, BUT THAT VOCATIONAL GOALS ARE WHAT KEEP PEOPLE IN SCHOOL, AND (5) THE POLITICALLY-ORIENTED BELIEF THAT APPROPRIATE EDUCATION, RESPONSIVE TO PUBLIC DEMAND, MUST BE AVAILABLE TO ALL WHO DEMONSTRATE CAPACITY TO PROFIT FROM IT. FOR ONTARIO, THE EXAMPLE OF THE AMERICAN COMPREHENSIVE COMMUNITY COLLEGE DOES NOT SEEM APPROPRIATE. RATHER, THE UNIVERSITY BOUND STUDENT SHOULD GO TO THE UNIVERSITY RATHER THAN AN INTERMEDIATE INSTITUTION, AND THE NEEDS OF NONUNIVERSITY STUDENTS SHOULD BE MET IN TECHNICAL INSTITUTES, VOCATIONAL CENTRES, AND THE NEW COLLEGES OF TECHNICAL AND APPLIED ARTS (OR "CITY COLLEGES"). TRANSFERS TO THE UNIVERSITY FROM THE TECHNOLOGICALLY ORIENTED INSTITUTIONS SHOULD BE CONSIDERED ON AN INDIVIDUAL BASIS. (WO)

ED 014 963 JC 670 348

STEWART, ANDREW
SPECIAL STUDY ON JUNIOR COLLEGES.
PUB DATE DEC 65
EDRS PRICE MF-\$0.50 HC-\$3.40 83P.

DESCRIPTORS *ADMINISTRATIVE ORGANIZATION, *FOREIGN COUNTRIES, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, ALBERTA, CANADA, COLLEGE PLANNING, EDUCATIONAL FINANCE, EDUCATIONAL PHILOSOPHY, GOVERNANCE, STATE SCHOOL DISTRICT RELATIONSHIP.

IN THE PROVINCE OF ALBERTA, A STUDY OF POPULATION GROWTH AND ITS EFFECTS ON THE PUBLIC SCHOOLS AND THE UNIVERSITY OF ALBERTA POINTED UP THE NEED FOR A SYSTEMATIC APPROACH TO POST-SCHOOL NON-UNIVERSITY EDUCATION. AFTER REVIEWING PROGRAMS IN OTHER PARTS OF CANADA AND IN THE UNITED STATES, THE AUTHOR ANALYZED THE CURRENT EDUCATIONAL SYSTEM IN ALBERTA AND PROPOSED A SYSTEM OF JUNIOR COLLEGES WITH THESE FEATURES: (1) DIVISION OF THE PROVINCE INTO DISTRICTS, EACH WITH A BOARD RESPONSIBLE FOR PLANNING POST-SCHOOL EDUCATION WITHIN THE DISTRICT, (2) A PROVINCIAL BOARD FOR COORDINATION OF POST-SCHOOL EDUCATION, (3) PROVINCIAL FINANCING, SUPPLEMENTED WHEN NECESSARY BY DISTRICT FUNDS, (4) ELIMINATION OF THE 3-YEAR UNIVERSITY DEGREE, AND A REQUIREMENT THAT TWO YEARS OF THE RESULTING 4-YEAR PROGRAM BE SPENT AT THE UNIVERSITY, (5) CONTINUATION OF CURRENTLY OPERATING TECHNICAL INSTITUTES UNDER THE DEPARTMENT OF EDUCATION, AND (6) ESTABLISHMENT OF COMPREHENSIVE 2-YEAR COLLEGES AS NEEDED IN THE DISTRICTS. (WO)

ED 014 964 JC 670 370

RECOMMENDED COMMUNITY COLLEGE BASIC LIBRARY ALLOCATION.

EDRS PRICE MF-\$0.50 HC-\$3.24 79P.

DESCRIPTORS *BOOKLISTS, *COLLEGE LIBRARIES, *JUNIOR COLLEGES, *LIBRARY COLLECTIONS, ANTHROPOLOGY, ARCHITECTURE, ART, BIBLIOGRAPHIES, BUSINESS EDUCATION, CHEMISTRY, CLASSICAL LANGUAGES, DRAMA, ECONOMICS, EDUCATION, ENGLISH, FICTION, FRENCH, GEOGRAPHY, GERMAN, LANGUAGES, MUSIC, NORTH CAROLINA, PHYSICAL EDUCATION, POLITICAL SCIENCE, PSYCHOLOGY, RELIGION, RUSSIAN, SOCIOLOGY, SPANISH.

WITHIN EACH OF 19 FIELDS, BOOKS ARE LISTED ALPHABETICALLY BY AUTHOR. ENTRIES INCLUDE THE AUTHOR'S NAME, THE TITLE OF THE BOOK, THE PUBLISHER, THE PUBLICATION DATE AND THE PRICE. THE LIST INCLUDES 3,767 ENTRIES. (WO)

ED 014 965 JC 670 392

AN AVIATION COURSE FOR JUNIOR COLLEGES.

CESSNA AIRCRAFT CO., WICHITA, KANS.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.96 47P.

DESCRIPTORS *AVIATION TECHNOLOGY, *COURSE DESCRIPTIONS, *JUNIOR COLLEGES, CURRICULUM GUIDES, INSTRUCTIONAL MATERIALS, LESSON PLANS, TECHNICAL EDUCATION.

THE COURSE IS IN TWO PARTS. IN PART 1, A PROGRAM OF 60 HOURS COVERS SUCH TOPICS AS FLIGHT PRINCIPLES, AIRCRAFT OPERATION AND PERFORMANCE, NAVIGATION, THE FLIGHT COMPUTER, RADIO GUIDANCE AND COMMUNICATION, WEATHER, FLIGHT INFORMATION PUBLICATIONS, FEDERAL AVIATION REGULATIONS, THE AIRWAY SYSTEM, FLIGHT INSTRUMENTS, AND FLIGHT PLANNING. THE TOPICS OF PART 2 ARE HISTORY OF AVIATION, AVIATION TODAY, AVIATION AND THE INDIVIDUAL, AND THE GOVERNMENT IN AVIATION. THE SYLLABUS INCLUDES BRIEF LESSON PLANS, A REFERENCE BIBLIOGRAPHY, SUGGESTIONS TO TEACHERS, AND SOURCES OF INSTRUCTIONAL FILMS. (WO)

IONS, THE AIRWAY SYSTEM, FLIGHT INSTRUMENTS, AND FLIGHT PLANNING. THE TOPICS OF PART 2 ARE HISTORY OF AVIATION, AVIATION TODAY, AVIATION AND THE INDIVIDUAL, AND THE GOVERNMENT IN AVIATION. THE SYLLABUS INCLUDES BRIEF LESSON PLANS, A REFERENCE BIBLIOGRAPHY, SUGGESTIONS TO TEACHERS, AND SOURCES OF INSTRUCTIONAL FILMS. (WO)

ED 014 966 JC 670 394

COREY, GERALD F.

AN INVESTIGATION OF THE OUTCOMES OF INTRODUCTORY PSYCHOLOGY.

RIO HONDO JUNIOR COLL., WHITTIER, CALIF.

PUB DATE 08 FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *CLASS SIZE, *CLASSROOM TECHNIQUES, *JUNIOR COLLEGES, *LECTURE, *PSYCHOLOGY, CALIFORNIA, CONVENTIONAL INSTRUCTION, COURSE EVALUATION, CURRICULUM RESEARCH, DISCUSSION (TEACHING TECHNIQUE), PERSONAL GROWTH, PERSONALITY CHANGE, SMALL GROUP INSTRUCTION, STUDENT TEACHER RELATIONSHIP, TEACHER ROLE, TEACHING TECHNIQUES, WHITTIER.

IN A STUDY OF THE EFFECTS OF CERTAIN VARIABLES ON THE OUTCOMES OF A COURSE IN INTRODUCTORY PSYCHOLOGY, PRETESTS AND POSTTESTS WERE ADMINISTERED TO 180 STUDENTS IN FOUR PSYCHOLOGY CLASSES AND TO 50 OTHERS. VARIABLES WERE CLASS SIZE, INSTRUCTOR, AND LECTURE VS. DISCUSSION METHOD, AND THE TESTS WERE MEASURES OF CHANGES IN STUDENTS' SELF-CONCEPT, SELF-ACCEPTANCE, CONCEPT OF IDEAL SELF, DEGREE OF PERSONAL ADJUSTMENT, AND KNOWLEDGE ABOUT PSYCHOLOGY. DATA INDICATED THAT THE INTRODUCTORY PSYCHOLOGY CLASS IS INSTRUMENTAL IN INFLUENCING PERSONAL ADJUSTMENT AND THAT AUTHORITARIAN ATTITUDES CAN BE MODIFIED IN A PERIOD OF LESS THAN A SEMESTER, WHILE THE STUDENTS IN THE CONTROL GROUP DID NOT CHANGE IN THESE RESPECTS. IN GENERAL, HOWEVER, METHOD OF INSTRUCTION, CLASS SIZE, AND DIFFERENCES AMONG INSTRUCTORS DID NOT APPEAR TO BE IMPORTANT VARIABLES IN PRODUCING AFFECTIVE CHANGES, NOR DID ACADEMIC MASTERY OF THE SUBJECT MATTER OF PSYCHOLOGY APPEAR RELATED TO THESE VARIABLES. (A1)

ED 014 967 JC 670 422

BALDWIN, LELAND P. AND OTHERS

DIRECTORY OF ASSOCIATIONS, SOCIETIES, AND ORGANIZATIONS WITH RESOURCES FOR JUNIOR COLLEGE VOCATIONAL-TECHNICAL EDUCATION. REVIEW DRAFT.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE SEP 66

EDRS PRICE MF-\$0.25 HC-\$1.58 45P.

DESCRIPTORS *INSTRUCTIONAL MATERIALS, *JUNIOR COLLEGES, *RESOURCE MATERIALS, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, AGRICULTURAL EDUCATION, BUSINESS EDUCATION, EDUCATIONAL RESOURCES, FIRE SCIENCE EDUCATION, HEALTH OCCUPATIONS EDUCATION, HOME ECONOMICS EDUCATION, INSTRUCTIONAL AIDS, LAW ENFORCEMENT, POLICE SEMINARS, SAFETY EDUCATION, SCHOOL COMMUN-

ITY COOPERATION, TRADE AND INDUSTRIAL EDUCATION,

THIS IS A 3-PART DIRECTORY OF ASSOCIATIONS, SOCIETIES, AND ORGANIZATIONS WHICH PROVIDE A VARIETY OF RESOURCE MATERIALS FOR USE IN JUNIOR COLLEGE VOCATIONAL-TECHNICAL PROGRAMS. A LISTING BY SPECIALIZED FIELDS INCLUDES AGRICULTURAL EDUCATION, BUSINESS EDUCATION, HEALTH OCCUPATIONS, HOME ECONOMICS EDUCATION, INDUSTRIAL AND TECHNICAL EDUCATION, AND PUBLIC SAFETY EDUCATION. THERE IS ALSO A LIST OF ORGANIZATIONS WITH A GENERALIZED INTEREST IN VOCATIONAL-TECHNICAL EDUCATION. THE THIRD SECTION PROVIDES A LIST OF DIRECTORIES OF SOURCES OF MATERIALS. (WO)

ED 014 968

JC 670 452

MOHS, MILTON C.

SERVICE THROUGH PLACEMENT IN THE JUNIOR COLLEGE—THE ORGANIZATION AND OPERATION OF A JUNIOR COLLEGE PLACEMENT BUREAU.

AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.

PUB DATE 62

EDRS PRICE MF-00.50 HC-04.16 102P.

DESCRIPTORS *ADMINISTRATIVE ORGANIZATION, *EMPLOYMENT SERVICES, *JOB PLACEMENT, *JUNIOR COLLEGES, *STUDENT PERSONNEL SERVICES, BIBLIOGRAPHIES, EMPLOYMENT INTERVIEWS, EMPLOYMENT QUALIFICATIONS, GRADUATE SURVEYS, OCCUPATIONAL GUIDANCE, PART TIME JOBS, PERSONNEL NEEDS, RECRUITMENT, STUDENT EMPLOYMENT, STUDENT PLACEMENT, VOCATIONAL FOLLOWUP.

THE PLACEMENT SERVICE, RECOGNIZED AS AN IMPORTANT JUNIOR COLLEGE FUNCTION, (1) ASSISTS STUDENTS IN RELATING THEIR QUALIFICATIONS TO OCCUPATIONAL REQUIREMENTS, (2) ASSISTS STUDENTS IN THEIR SEARCH FOR PART-TIME AND FULL-TIME EMPLOYMENT, (3) COOPERATES WITH EMPLOYERS IN THE INDUCTION OF STUDENTS INTO PART-TIME AND CAREER POSITIONS, (4) SCREENS AND REFERS QUALIFIED APPLICANTS, AND (5) SERVES AS LIAISON IN ACQUAINTING COLLEGE PERSONNEL WITH NEEDS OF BUSINESS AND INDUSTRY IN CURRICULUM DEVELOPMENT. ORGANIZATIONAL PATTERNS VARY WITH TYPES OF INSTITUTIONS, SIZE, COMPLEX OF COURSES, AMOUNT OF DEPARTMENTAL AUTONOMY, FACULTY DESIRE TO PLACE THEIR OWN STUDENTS, RELATIONSHIPS WITH EMPLOYERS, AND ADMINISTRATIVE SUPPORT. CENTRAL TO THE SUCCESS OF THE SERVICE IS THE SELECTION AND ALLOCATION OF PROFESSIONAL STAFF. THE REPORT INCLUDES DESCRIPTIONS OF PERSONNEL DUTIES AND QUALIFICATIONS, TYPES OF OPERATIONAL PROCEDURES, A COLLECTION OF TYPICAL PLACEMENT OFFICE FORMS, SAMPLE POLICY STATEMENTS, AND A READING LIST. THIS DOCUMENT IS ALSO AVAILABLE FOR \$1.25 FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (WO)

ED 014 969

JC 670 476

BLATT, MURIEL WILKINSON, JEAN

HOW TO TEACH AN ESSAY.

PUB DATE 67

EDRS PRICE MF-00.25 HC-00.40 8P.

DESCRIPTORS *ENGLISH CURRICULUM, *ESSAYS, *JUNIOR COLLEGES, *READING INSTRUCTION, *TEACHING METHODS, ENGLISH INSTRUCTION, READING DEVELOPMENT, TEACHING TECHNIQUES, VOCABULARY, VOCABULARY DEVELOPMENT.

TEACHING A CLASS HOW TO READ AN ESSAY INCLUDES LISTENING, DISCUSSING, AND WRITING, IN ADDITION TO READING. IN THEIR LITERATURE COURSES, THE AUTHORS BEGIN THE PROCESS AT THE FIRST MEETING, USING EITHER THE PRESCRIBED TEXT OR DUPLICATED MATERIALS. PRELIMINARY READING BY THE CLASS IS FOLLOWED BY DISCUSSION BASED ON STUDENT QUESTIONS, ANALYSIS, AND EXPLICATION. THE AIM, WHICH NEVER VARIES, IS TO SHOW HOW TO DEFINE WORDS IN CONTEXT, TO ACCOUNT FOR EVERY RHETORICAL DEVICE AT WORK IN A PASSAGE, TO PARAPHRASE AND SUMMARIZE ACCURATELY, AND TO MOVE SENSITIVELY THROUGH A PROGRESSION. THE PROCESS REQUIRES TIME, AND STUDENTS MUST LEARN TO TAKE THEIR TIME, FOR MASTERY OF SIGNIFICANT MATERIALS AND RELIABLE METHODS IS MORE IMPORTANT THAN THE NUMBER OF ASSIGNMENTS COMPLETED. DICTATION OF PRINCIPLES AND STUDY GUIDES IS AN EFFECTIVE METHOD IN TRAINING STUDENTS TO LISTEN AND BEHAVE IN SUCH A WAY THAT THEY MAY MAKE USE OF THEIR NOTES AND OTHER WRITINGS. USING THESE IDEAS, THE AUTHORS PRESENT A GUIDE TO THE STUDY OF A SPECIFIC ESSAY. (WO)

ED 014 970

JC 670 477

HASKELL, BARRY S.

FORUM-TYPE ROOMS—AN INNOVATION IN CLASSROOM DESIGN AND UTILIZATION.

PUB DATE 11 MAR 67

EDRS PRICE MF-00.25 HC-01.20 28P.

DESCRIPTORS *CLASSROOMS, *EDUCATIONAL FACILITIES, *JUNIOR COLLEGES, *LARGE GROUP INSTRUCTION, AUDIOVISUAL AIDS, AUDITORIUMS, BIBLIOGRAPHIES, COLLEGE BUILDINGS, INSTRUCTIONAL AIDS, LECTURE.

A FORUM-TYPE ROOM IS ONE DESIGNED TO PROVIDE EFFECTIVE, LARGE GROUP INSTRUCTION AT LOWER COST THAN IN REGULAR CLASSROOMS. INSTRUCTION BECOMES MORE EFFECTIVE THROUGH COORDINATED USE OF ALL TYPES OF AUDIOVISUAL MEDIA, SUBPROFESSIONAL SUPPORTING STAFF, DETAILED PLANNING AND REHEARSAL, AND THE FACILITY ITSELF. A PROPOSED MODEL OF A FORUM-TYPE ROOM WOULD INCLUDE (1) 300 STUDENT STATIONS, TABLE-ARM CHAIRS, A SLOPING OR STEPPED FLOOR SURFACE, STEREOPHONIC SPEAKERS, AND TELEVISION RECEIVERS, (2) A SPEAKER'S CONSOLE WITH TAPE AND RECORD PLAYERS, AM AND FM RADIO, WIRELESS MICROPHONE, AND CONTROLS FOR SPEAKERS, (3) LIGHTS, SCREEN, AND PROJECTORS, (4) REAR-VIEW PROJECTION OF FILMS, SLIDES, FILMSTRIPS, AND OPAQUE MATERIALS, (5) A TELEVISION CONTROL CENTER, AND (6) IF DESIRED IN A SPECIFIC INSTALLATION, A "STUDENT RESPONSE SYSTEM" RECENTLY CONSTRUCTED FACILITIES INDICATE 1967 COSTS WOULD BE ABOUT \$700 PER STUDENT. CONSIDERATION SHOULD BE GIVEN TO EASE OF ENTRY AND EGRESS, INCREASING STUDENT ATTENTIVENESS, STUDENT ABILITY TO TAKE NOTES, ENVIRONMENTAL CONTROL, MAINTENANCE, EASE OF ALTERATION, AND SUPPORTING

STAFF. A 51-ITEM BIBLIOGRAPHY IS INCLUDED. (WO)

ED 014 971

JC 670 489

MACHETANZ, FREDERICK A. AND OTHERS

A PILOT STUDY EVALUATING THE USE OF PROGRAMMED LEARNING IN THE TEACHING OF EXPONENTS TO AN INTERMEDIATE ALGEBRA CLASS AT LOS ANGELES VALLEY COLLEGE, SPRING, 1967.

LOS ANGELES VALLEY COLL., VAN NUYS, CALIF.

PUB DATE MAY 67

EDRS PRICE MF-00.25 HC-00.32 6P.

DESCRIPTORS *JUNIOR COLLEGES, ACADEMIC PERFORMANCE, ACHIEVEMENT GAINS, COLLEGE MATHEMATICS, EXPERIMENTAL TEACHING, EXPERIMENTS, INSTRUCTIONAL IMPROVEMENT, MATHEMATICS INSTRUCTION, MATHEMATICS MATERIALS, PROGRAMED INSTRUCTION, PROGRAMED MATERIALS, PROGRAMED TEXTS.

THIS EXPERIMENT WAS DESIGNED TO DETERMINE THE EXTENT TO WHICH PROGRAMMED MATERIAL IS EFFECTIVE IN THE TEACHING OF EXPONENTS TO AN INTERMEDIATE ALGEBRA CLASS. ON THE BASIS OF SCORES ON A 24-ITEM MULTIPLE CHOICE TEST, 38 STUDENTS WERE DIVIDED INTO TWO MATCHED SECTIONS, WHICH HAD APPROXIMATELY EQUAL MEANS AND STANDARD DEVIATIONS. FOR THREE CLASS SESSIONS, THE EXPERIMENTAL GROUP WENT TO THE STUDY SKILLS CENTER TO WORK ON PROGRAMMED INSTRUCTION ON EXPONENTS, WHILE THE CONTROL GROUP RECEIVED REGULAR CLASS INSTRUCTION. A POST-TEST OF 24 ITEMS, PARALLEL IN CONTENT TO THE PRETEST, SHOWED THAT BOTH GROUPS GAINED, ALTHOUGH THERE WAS NO SIGNIFICANT DIFFERENCE BETWEEN THE GROUPS. THE EXPERIMENTAL GROUP SHOWED A GREATER VARIANCE, WITH SOME INDIVIDUALS MAKING NEGATIVE GAIN SCORES. THOSE WHOSE GAINS WERE LOW OR NEGATIVE WERE OBSERVED TO SPEND LESS THAN HALF OF THE ASSIGNED TIME IN WORK ON THE PROGRAMMED TEXTS, WHILE THE REGULAR CLASS INSTRUCTION APPARED TO ENCOURAGE A MORE UNIFORM ACHIEVEMENT. (WO)

ED 014 972

JC 670 527

PACE, C. ROBERT

EXPLORATIONS IN THE MEASUREMENT OF JUNIOR COLLEGE ENVIRONMENTS.

CALIFORNIA UNIV., LOS ANGELES

REPORT NUMBER UCLA-R-3

PUB DATE JAN 67

EDRS PRICE MF-00.25 HC-00.72 16P.

DESCRIPTORS *COLLEGE ENVIRONMENT, *JUNIOR COLLEGES, CUES, ENVIRONMENTAL INFLUENCES, HIGHER EDUCATION, INSTITUTIONAL ENVIRONMENT, MEASUREMENT INSTRUMENTS, RATING SCALES.

DEVELOPED FOR USE IN 4-YEAR ACCREDITED INSTITUTIONS, COLLEGE AND UNIVERSITY ENVIRONMENT SCALES (CUES) WERE CONSTRUCTED FROM THOSE ITEMS WHICH DISCRIMINATED MOST CLEARLY THE ENVIRONMENTAL DIFFERENCES AMONG 50 SUCH INSTITUTIONS. A PRELIMINARY INVESTIGATION OF THE USE OF CUES IN 32 JUNIOR COLLEGES IN CALIFORNIA, TEXAS, AND MINNESOTA SHOWED THAT (1) THE ITEM CONTENT

WAS APPROPRIATE FOR JUNIOR COLLEGES, (2) DIFFERENCES BETWEEN JUNIOR AND 4-YEAR COLLEGE SCORES WERE ABOUT AS EXPECTED, (3) SCORES DID NOT VARY AMONG JUNIOR COLLEGES AS MUCH AS AMONG THE SENIOR INSTITUTIONS, AND (4) THIS LACK OF DISCRIMINATION MAY HAVE BEEN A FAULT OF THE TEST OR AN ACCURATE REFLECTION OF THE JUNIOR COLLEGE ENVIRONMENT. IN A PILOT ADMINISTRATION OF A 300-ITEM EXPERIMENTAL SCALE, NONE OF THE FIVE EXISTING CUES SCALES EMERGED AS A CLEAR FACTOR, ALTHOUGH TWO FACTORS (REPRESENTING COMBINATIONS OF THE ORIGINALS) DID SEEM EVIDENT. AT THE TIME OF THE REPORT, A NEW FORM OF THE SCALES FOR USE IN JUNIOR COLLEGES WAS BEING DEVELOPED, WITH A HOPE OF IDENTIFYING THE EXTENT TO WHICH SOME JUNIOR COLLEGE ENVIRONMENTS MAY BE MORE EFFECTIVE THAN OTHERS IN PREPARING STUDENTS FOR 4-YEAR COLLEGES. THIS DOCUMENT IS REPORT NUMBER 3 OF A SERIES PREPARED FOR THE COLLEGE ENTRANCE EXAMINATION BOARD. (WO)

ED 014 973 JC 670 589
THE MERRITT CAMPUS STUDY—A STUDY OF 1,463 STUDENTS WHO ENTERED THE MERRITT CAMPUS, OAKLAND COLLEGE, FALL SEMESTER 1960. REPORTS 1-8. MERRITT COLL., OAKLAND, CALIF. PUB DATE 11 DEC 63

EDRS PRICE MF-\$0.50 HC-\$3.28 80P.
DESCRIPTORS *INSTITUTIONAL RESEARCH, *JUNIOR COLLEGES, *LONGITUDINAL STUDIES, CALIFORNIA, COLLEGE ENTRANCE EXAMINATIONS, COLLEGE FRESHMEN, DROPOUT RESEARCH, FOLLOWUP STUDIES, GRADUATES, OAKLAND, PERSISTENCE, SCHOOL HOLDING POWER, STUDENT CHARACTERISTICS, TEST RESULTS, TRANSFER STUDENTS.

IN AN ATTEMPT TO LEARN MORE ABOUT THE PROGRESS OF STUDENTS THROUGH OAKLAND CITY COLLEGE, AN INTENSIVE STUDY OF ONE ENTERING CLASS OF 1,463 FIRST-TIME FRESHMEN WAS STARTED IN THE FALL SEMESTER 1960. A SERIES OF EIGHT REPORTS FOLLOWS THESE STUDENTS FOR SEVEN SEMESTERS. AT THE CONCLUSION OF THE STUDY 11 PERCENT OF THE ORIGINAL GROUP WERE STILL ENROLLED IN THE COLLEGE, 10 PERCENT HAD TRANSFERRED TO 4-YEAR INSTITUTIONS, AND SEVEN PERCENT HAD RECEIVED ASSOCIATE IN ARTS DEGREES. THE REPORTS INCLUDE INITIAL BACKGROUND INFORMATION (EDUCATION, SOCIOECONOMIC DATA, TEST SCORES, GOALS, PROBATIONARY STATUS, ECT.), THE DEGREE OF SUCCESS OF THOSE ADMITTED ON PROBATION, FOLLOWUP SURVEYS OF DROPOUTS, TRANSFER STATISTICS, AND GRADUATION DATA. (WO)

ED 014 974 JC 670 663
GILES, FREDERICK. OLSON, OMAR L. COMMUNITY COLLEGE BOARDS OF TRUSTEES, AN ANNOTATED BIBLIOGRAPHY. OCCASIONAL PAPERS. WASHINGTON UNIV., SEATTLE, PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$1.64 39P.
DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *BIBLIOGRAPHIES, *JUNIOR COLLEGES, COLLEGE ADMINISTRATION, GOVERNANCE, GOVERNING BOARDS, TRUSTEES,

ENTRIES IN THIS ANNOTATED LISTING OF PUBLISHED AND UNPUBLISHED MATERIALS ABOUT COMMUNITY AND JUNIOR COLLEGE BOARDS OF TRUSTEES ARE ARRANGED IN THREE GROUPS—(1) REFERENCES OF PARTICULAR RELEVANCE TO THE NEW TRUSTEE OR ADMINISTRATOR, (2) REFERENCES WHICH SPECIFICALLY RELATE TO OR DEAL PRIMARILY WITH THE ROLE OF THE TRUSTEE AND THE BOARD AT THE COMMUNITY COLLEGE LEVEL, AND (3) REFERENCES WHICH DEAL PRIMARILY WITH THE ROLE OF THE TRUSTEE AND THE BOARD IN HIGHER EDUCATION. (AUTHOR/VO)

ED 014 975 JC 670 749
HALL, GEORGE L. BANFIELD, RALPH W. NOTES FOR COMMUNITY COLLEGE TRUSTEES, I, II—REPORTS OF ANNUAL CONFERENCES CONDUCTED FOR COMMUNITY COLLEGE TRUSTEES AND PRESIDENTS BY THE MIDWEST COMMUNITY COLLEGE LEADERSHIP PROGRAM (1ST, 2D, 3D, ANN ARBOR, MICHIGAN). MIDWEST COMMUNITY COLL. LEADERSHIP PROGRAM

EDRS PRICE MF-\$0.50 HC-\$4.12 101P.
DESCRIPTORS *CONFERENCE REPORTS, *JUNIOR COLLEGES, BOARD ADMINISTRATOR RELATIONSHIP, COLLEGE BUILDINGS, COLLEGE FACULTY, EDUCATIONAL FACILITIES, FEDERAL AID, GOVERNING BOARDS, NEWS MEDIA, POLICY FORMATION, PUBLIC RELATIONS, TEACHER ADMINISTRATOR RELATIONSHIP, TRUSTEES.

PAPERS PRESENTED AT THREE CONFERENCES FOR COMMUNITY COLLEGE TRUSTEES AND PRESIDENTS INCLUDED (1) A CONSIDERATION OF THE ROLES OF THE LIBERAL ARTS COLLEGE, THE UNIVERSITY, AND THE COMMUNITY COLLEGE, (2) FACULTY RELATIONS WITH ADMINISTRATION AND STAFF, (3) A CASE STUDY OF THE DEVELOPMENT OF THE ST. LOUIS JUNIOR COLLEGE DISTRICT, (4) FEDERAL ASSISTANCE FOR JUNIOR COLLEGE CONSTRUCTION, (5) THE ROLE OF THE COMMUNITY COLLEGE PRESIDENT, (6) THE ROLE, RESPONSIBILITIES, AND DUTIES OF TRUSTEES, (7) THE PRESS AND ITS RELATIONSHIP TO THE COMMUNITY COLLEGE. THIS DOCUMENT IS ALSO AVAILABLE FOR \$2.00 FROM MIDWEST COMMUNITY COLLEGE LEADERSHIP PROGRAM, 3032 RACKHAM, ANN ARBOR, MICHIGAN. (WO)

ED 014 976 JC 670 783
THE FOUNDATION AND THE JUNIOR COLLEGE, REPORT OF A WORKSHOP FOR JUNIOR COLLEGE INSTITUTIONAL TEAMS (NEW YORK CITY, MAY 9-11, 1965). AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C. PUB DATE MAY 65

EDRS PRICE MF-\$0.50 HC-\$4.68 115P.
DESCRIPTORS *FOUNDATION PROGRAMS, *JUNIOR COLLEGES, *PRIVATE FINANCIAL SUPPORT, EDUCATIONAL FINANCE, FINANCIAL SUPPORT, GRANTS, REPRESENTATIVES OF JUNIOR COLLEGES AND FOUNDATIONS MET IN THIS CONFERENCE TO EXPLORE THE MEANS BY WHICH FOUNDATION SUPPORT MIGHT BE BROUGHT INTO A MORE EFFECTIVE RELATIONSHIP WITH JUNIOR COLLEGE PROGRAMS. FIVE TYPES OF FOUNDATIONS WERE DISCUSSED—(1) GENERAL RESEARCH FOUNDATIONS, (2) SPECIFIC PURPOSE OF ACTIVITY FOUNDATIONS, (3)

COMMUNITY FOUNDATIONS, (4) COMPANY-SPONSORED FOUNDATIONS, AND (5) FAMILY FOUNDATIONS. THE DOCUMENT INCLUDES THE TEXTS OF 19 PAPERS, IN WHICH (1) REPRESENTATIVES OF THE FOUNDATIONS DISCUSSED GENERAL PRINCIPLES AND PRACTICES IN PHILANTHROPY, AND SUGGESTED METHODS FOR SELECTION OF PROSPECTIVE DONORS AND FOR PREPARATION OF PROPOSALS, AND (2) COLLEGE REPRESENTATIVES OUTLINED THEIR GENERAL FUND RAISING PROCEDURES AND DESCRIBED BOTH SUCCESSFUL AND UNSUCCESSFUL PROJECTS. (HH)

ED 014 977 JC 670 790
ALDRICH, LOREN J.

AN INDEX SYSTEM FOR EQUATING JUNIOR COLLEGE FACULTY EFFORTS. PUB DATE 03 AUG 67

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.
DESCRIPTORS *JUNIOR COLLEGES, *TEACHER SALARIES, *TEACHING ASSIGNMENT, *TEACHING LOAD, ARIZONA, CLASS SIZE, TEACHING CONDITIONS, YUMA.

EVALUATING FACULTY ASSIGNMENTS AGAINST A CONSISTENT SET OF CRITERIA IS ESPECIALLY DIFFICULT IN THE COMPREHENSIVE JUNIOR COLLEGE. THE FACULTY ASSOCIATION OF ARIZONA WESTERN COLLEGE DEVELOPED AN INDEX SYSTEM, IN WHICH THE NORMAL TEACHING EFFORT IS RATED AT 1,000 POINT EACH SEMESTER, OR 2,000 IN A 2-SEMESTER SCHOOL YEAR. FACTORS FOR EQUATING FACULTY EFFORTS ARE NUMBER OF COURSE PREPARATIONS, STUDENT CONTACT HOURS, CLASS CONTENT HOURS, AND CREDIT FOR ASSIGNED DUTIES OTHER THAN TEACHING (E.G., DRAMA, ATHLETICS, DIVISION CHAIRMANSHIP, EQUIPMENT MAINTENANCE, AND FRESHMEN COMPOSITION CONFERENCES). INSTRUCTORS SHOULD RECEIVE ADDITIONAL REMUNERATION FOR OVERLOADS, ACCORDING TO A PREDETERMINED RATIO. FACTORS AND INDEX WEIGHT VALUES ARE PROVIDED IN THE DOCUMENT. (WO)

ED 014 978 JC 670 816
REPORT ON THE ANNUAL CONFERENCE ON THE NATURE AND DEMANDS OF TWO-YEAR COLLEGE TEACHING (5TH, BENNETT COLLEGE, MILLBROOK, NEW YORK, JUNE 12-17, 1967).

PUB DATE JUN 67
EDRS PRICE MF-\$0.25 HC-\$0.80 18P.
DESCRIPTORS *ADMINISTRATOR RESPONSIBILITY, *COLLEGE FACULTY, *COLLEGE TEACHERS, *FACULTY EVALUATION, *JUNIOR COLLEGES, ADMINISTRATIVE PROBLEMS, COMMUNICATION PROBLEMS, CONFERENCE REPORTS, INTERPERSONAL PROBLEMS, TEACHER ADMINISTRATOR RELATIONSHIP, TEACHER EDUCATION, TEACHER EVALUATION.

THIS REPORT PRESENTS THREE CASE STUDIES OF DIFFICULT CAMPUS PERSONNEL PROBLEMS TO BE CONSIDERED FROM THE POINTS OF VIEW OF FACULTY, DEPARTMENT HEADS, AND ADMINISTRATORS. THE DISCUSSION OF POSSIBLE SOLUTIONS TO THESE SITUATIONS OCCUPIED PART OF THE WEEK. OTHER TOPICS COVERED WERE THE VARIOUS BARRIERS TO COMMUNICATION (INDIVIDUAL, SOCIAL, AND INSTITUTIONAL), STUDENT VS. ADMINISTRATOR EVALUATION OF FACULTY, THE PROFESSIONAL PREPARATION OF FACULTY FOR THE 2-YEAR COLLEGE, AND THE STRUCTURE

AND FUNCTION OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES. DETAILS OF PLANNING THE CONFERENCE ARE GIVEN AS A POSSIBLE GUIDE FOR OTHERS TO FOLLOW. (HH)

ED 014 979

JC 670 827

GILES, FREDERICT.

NEW FRONTIERS IN ADMINISTRATION FOR JUNIOR COLLEGE ADMINISTRATORS, PROCEEDINGS OF A CONFERENCE SPONSORED BY COORDINATING COMMITTEE CALIFORNIA LEADERSHIP PROGRAM, UNIVERSITY OF WASHINGTON, AND WASHINGTON STATE UNIVERSITY (SEATTLE, APRIL 24, 1962).

WASHINGTON UNIV., SEATTLE
WASHINGTON STATE UNIV., PULLMAN
PUB DATE APR 62

EDRS PRICE MF-\$0.25 HC-\$1.80 43P.

DESCRIPTORS *ADMINISTRATOR RESPONSIBILITY, *COLLEGE ADMINISTRATION, *INSTITUTIONAL RESEARCH, *JUNIOR COLLEGES, *LEADERSHIP QUALITIES, ADMINISTRATIVE ORGANIZATION, EDUCATIONAL RESEARCH.

PARTICIPANTS IN THIS CONFERENCE OF LEADERS IN THE JUNIOR COLLEGE MOVEMENT AND EXPERTS IN THE FIELDS OF LEADERSHIP, ORGANIZATION, AND RESEARCH EXAMINED BASIC CONCEPTS FROM WHICH TO DEVELOP TECHNIQUES FOR EVERYDAY MANAGEMENT OF SCHOOL PROBLEMS. WORKING PAPERS WERE GIVEN ON (1) LEADERSHIP, (2) ORGANIZATION, AND (3) INSTITUTIONAL RESEARCH. THE PRESENTATIONS ON LEADERSHIP COVERED (1) SOURCE MATERIALS, (2) INNATE AND DEVELOPED QUALITIES OF LEADERSHIP, (3) THE CREATION AND EXHIBITION OF LEADERSHIP BEHAVIOR BY THE GROUP SITUATION, BY THE GROUP STRUCTURE, AND BY ITS MEMBER PERSONALITIES, (4) THE CLASSIFICATION OF LEADERS AND LEADERSHIP CONCEPTS AS SYMBOLIC, DECISION-MAKING, ADVISORY, OR INITIATIVE, (5) CONCEPTS OF LEADERSHIP FUNCTION, (6) THE GROWTH OF THE NON-TEACHING BUREAUCRACY AND ITS EFFECTS ON FACULTY PARTICIPATION IN UNIVERSITY POLICY MAKING, AND (7) THE NEED FOR FACULTY TO ACCEPT SOME ADMINISTRATIVE DUTIES ALONG WITH TEACHING AND RESEARCH. THE ADDRESS ON ORGANIZATION EXPLORED THE COMPLEX INTERACTION OF POWER, CHANGE, DECISION-MAKING, AND COMMUNICATION NETWORKS. THE PAPERS ON RESEARCH COVERED ITS SIGNIFICANCE IN INDUSTRIAL PROGRAM PLANNING AND DEVELOPMENT (AS EXEMPLIFIED AT THE BOEING COMPANY), AND IN COLLEGE ADMINISTRATION, PARTICULARLY AS APPLIED TO STUDENT ATTITUDES, INSTRUCTIONAL QUALITY, AND THE CREATION OF A FERTILE CLIMATE OF RESEARCH WITHIN THE ORGANIZATION. (HH)

ED 014 980

JC 670 828

GILES, FREDERICT.

PROCEEDINGS OF THE ANNUAL UNIVERSITY-JUNIOR COLLEGE CONFERENCE (4TH, UNIVERSITY OF WASHINGTON, SEATTLE, FEBRUARY 1-3, 1962).

WASHINGTON UNIV., SEATTLE
PUB DATE FEB 62

EDRS PRICE MF-\$0.25 HC-\$1.84 44P.

DESCRIPTORS *ARTICULATION (PROGRAM), *JUNIOR COLLEGES, *TEACHER EDUCATION, *TRANSFER POLICY, *UNIVERSITIES, COLLEGE FACULTY, TRANSFER PROGRAMS, TRANSFER STUDENTS,

THESE CONFERENCE PROCEEDINGS INCLUDE A SUMMARY OF ATTITUDES, BOTH PAST AND PRESENT, CONCERNING LIBERAL AND VOCATIONAL EDUCATION, WITH SPECULATION ON FUTURE DEVELOPMENTS. THE PROBLEMS OF TRANSFER FROM THE JUNIOR TO THE SENIOR COLLEGE ARE CONSIDERED IN SOME DETAIL BY REPRESENTATIVES OF BOTH INSTITUTIONS, PARTICULARLY ON SUCH POINTS AS COURSE CONTENT AND SEQUENCE, ANTICIPATION OF CURRICULUM CHANGES, CREDIT FOR EVENING COURSES, PROBATION PRACTICES, ETC. DEFICIENCIES IN PREPARATION OF JUNIOR COLLEGE FACULTIES AS A WHOLE ARE POINTED OUT, AND AMONG SUGGESTIONS FOR TEACHER IMPROVEMENT ARE (1) A GREATER COMPETENCE IN THE SUBJECT MATTER TAUGHT, (2) TEACHER TRAINING DIRECTED SPECIFICALLY TO THE JUNIOR COLLEGE'S UNIQUE REQUIREMENTS, (3) WHERE APPROPRIATE (AS IN A VOCATIONAL COURSE), WORK EXPERIENCE IN THE FIELD, (4) SYMPATHETIC AND KNOWLEDGEABLE COUNSELING AND GUIDANCE, (5) AN APPRECIATION OF GENERAL AND LIBERAL EDUCATION IN CONTRAST TO SPECIALIZATION, AND (6) A READINESS TO EVALUATE AND EXPERIMENT WITH METHODS OF INSTRUCTION. (HH)

ED 014 981

JC 670 829

GILES, FREDERICT.

PROCEEDINGS OF THE ANNUAL UNIVERSITY-JUNIOR COLLEGE CONFERENCE (5TH, UNIVERSITY OF WASHINGTON, SEATTLE, JANUARY 31 - FEBRUARY 2, 1963).

WASHINGTON UNIV., SEATTLE
PUB DATE FEB 63

EDRS PRICE MF-\$0.50 HC-\$2.40 58P.

DESCRIPTORS *ARTICULATION (PROGRAM), *JUNIOR COLLEGES, *TRANSFER POLICY, *TRANSFER STUDENTS, *UNIVERSITIES, HIGHER EDUCATION, TRANSFER PROGRAMS.

THESE PROCEEDINGS REFLECT THE UNIVERSITY'S GROWING CONCERN FOR THE TRANSFER STUDENT AND AN AWARENESS OF CERTAIN PROBLEMS THAT CAN BE COOPERATIVELY SOLVED. THE TRANSFER STUDENT'S STATUS WILL CONTINUE TO RISE AS STATE AND PROFESSIONAL GROUPS WORK TO INCREASE THE NUMBER AND QUALITY OF JUNIOR COLLEGES. WHILE EFFECTS OF CURRICULUM CHANGES ON THE PROSPECTIVE TRANSFER SHOULD BE MINIMIZED, ARTICULATION PROBLEMS ASSOCIATED WITH SUCH CHANGES ARE COMPLEX, SINCE (1) STUDENTS COME FROM MANY KINDS OF INSTITUTIONS, (2) CHANGE IS A COMPLEX PROCESS EVEN WITHIN THE UNIVERSITY, WITHOUT INVOLVING OTHER AGENCIES, (3) THE PROCESS IS SO LENGTHY THAT NO TIME SEEMS REALLY APPROPRIATE FOR OUTSIDE DISCUSSION, (4) THE NEEDS OF THE TRANSFERS ARE CONSIDERED AS MUCH AS POSSIBLE DURING THE PROCESS, AND (5) COLLEGES, STUDENTS, AND THE COMMUNITY SHOULD BECOME AWARE THAT NOT ALL LOWER DIVISION PROGRAMS ARE INTERCHANGEABLE. THE CONFERENCE ALSO INCLUDED (1) A STUDY OF FACTORS AFFECTING THE PERFORMANCE OF TRANSFER STUDENTS, (2) STATISTICAL EXAMPLES AS PATTERNS FOR MORE COMPREHENSIVE, ADMINISTRATIVELY USEFUL STATISTICAL WORK, AND (3) DETAILED DISCUSSION OF (A) A JUNIOR COLLEGE COUNSELING AND GUIDANCE SERVICE, (B) CURRENT UNIVERSITY OF WASHINGTON ENTRANCE REQUIREMENTS, (C) ANTICIPATED EFFECTS ON

PREREQUISITES OF THE INTRODUCTION OF A BUSINESS ADMINISTRATION PROGRAM AT THE UNIVERSITY, AND (D) A COMPARISON OF JUNIOR COLLEGE AND UNIVERSITY COURSE CONTENT IN ENGINEERING AND RELATED FIELDS. (HH)

ED 014 982

JC 670 838

DAVIS, WILLIAM G.

COLLEGES OF APPLIED ARTS AND TECHNOLOGY-BASIC DOCUMENTS.

ONTARIO DEPT. OF EDUCATION, TORONTO
PUB DATE JUN 67

EDRS PRICE MF-\$0.25 HC-\$1.68 40P.

DESCRIPTORS *FOREIGN COUNTRIES, *JUNIOR COLLEGES, *MASTER PLANS, *STATE PROGRAMS, *VOCATIONAL SCHOOLS, AREA VOCATIONAL SCHOOLS, CANADA, COLLEGE PLANNING, EDUCATIONAL FINANCE, EDUCATIONAL LEGISLATION, FINANCIAL POLICY, GOVERNMENT ROLE, ONTARIO, TECHNICAL EDUCATION.

A SYSTEM OF 19 COLLEGES OF APPLIED ARTS AND TECHNOLOGY IS PROPOSED FOR ONTARIO. PRIMARILY FOR COMMUTERS, THE COLLEGES WILL HAVE NO (OR FEW) DORMITORIES. THEIR MAJOR PURPOSE WILL BE TO PROVIDE (1) COURSES BEYOND, OR UNSUITABLE FOR, THE SECONDARY SCHOOL, (2) PROGRAMS FOR HIGH SCHOOL GRADUATES WHO WILL NOT ATTEND A UNIVERSITY, AND (3) EDUCATION FOR ADULTS AND YOUTH, REGARDLESS OF PREVIOUS EDUCATION. ALTHOUGH EACH COLLEGE'S PROGRAMS WILL BE DETERMINED BY LOCAL NEEDS, THE SYSTEM WILL PROVIDE A VARIETY OF TECHNICAL AND OCCUPATIONAL CURRICULA, PLUS REMEDIAL, UPGRADING, AND RETRAINING PROGRAMS. NO PRESENT NEED IS SEEN FOR TRANSFER OF COLLEGE-PARALLEL COURSES, AS THE EXPANDING UNIVERSITY SYSTEM WILL PROBABLY BE ABLE TO ACCOMMODATE ITS APPLICANTS. CENTRALIZED FINANCING HAS BEEN SELECTED AS MORE EFFICIENT THAN ESTABLISHMENT AND COORDINATION OF A PROVINCE-WIDE SYSTEM OF LOCAL ADMINISTRATIVE AND FUNDING AGENCIES, ALTHOUGH THERE WILL BE LOCAL BOARDS OF GOVERNORS AND LOCAL ADVISORY COMMITTEES. BECAUSE OF THEIR EXPERIENCE IN VOCATIONAL AND TECHNICAL TRAINING, THE DEPARTMENT OF EDUCATION, RATHER THAN THE DEPARTMENT OF UNIVERSITY AFFAIRS, WILL ADMINISTER THE SYSTEM. THE DOCUMENT INCLUDES THE FULL TEXT OF THE ENABLING ACT AND REGULATIONS, WITH THE OPERATING PRINCIPLES FOR THE SYSTEM. (HH)

ED 014 983

JC 670 841

MARTIN, ELIZABETH AND OTHERS
JUNIOR COLLEGE LIBRARY PERSONNEL NEEDS, REPORT OF A SURVEY, 1966-67.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *COLLEGE LIBRARIES, *JUNIOR COLLEGES, *LIBRARIES, *LIBRARY SERVICES, *PERSONNEL, PERSONNEL NEEDS.

FROM THE 222 RESPONSES TO THIS SURVEY ON LIBRARY STAFFING NEEDS AND ON THE PREPARATION OF LIBRARY PERSONNEL, IT WAS FOUND THAT SMALL PUBLIC INSTITUTIONS HAVE THE GREATEST NEED FOR ADDITIONAL STAFF AND THAT JUNIOR COLLEGE POSITIONS ARE GENERALLY CONSIDERED DESIRABLE. THE TERMS PROFESSIONAL LIBRARIAN, SEMI-PROFESSIONAL LIBRARIAN, TECHNICIAN, AND UNTRAINED STAFF WERE

USED IN THE SURVEY, BUT THE RESPONDENTS SHOWED LITTLE AGREEMENT ON DEFINITION OF THESE TERMS OR ON THE TRAINING AND BACKGROUND EXPECTED FOR EACH CATEGORY. THE ONLY SPECIFIC CONCLUSIONS WERE THAT (1) UNDER-STAFFING IS MORE OFTEN DUE TO LACK OF FUNDS THAN TO SHORTAGE OF APPLICANTS, (2) NEITHER THE TYPES OF LIBRARY WORK NOR THE PREREQUISITES FOR THEM ARE CLEARLY DEFINED, (3) SPECIALIZED TRAINING, ESPECIALLY IN THE AUDIO-VISUAL FIELD, IS NEEDED, (4) CONSTANT EMPHASIS ON THE NEED FOR EXPERIENCE IMPLIES DISSATISFACTION WITH LIBRARY SCHOOL OFFERINGS, AND (5) MANAGEMENT COURSES, PARTICULARLY IN PERSONNEL WORK, ARE NEEDED BY LIBRARY ADMINISTRATORS. (HH)

ED 014 984 JC 670 848

MURDOFF, VIRGINIA F.
A STUDY OF COMMUNITY OPINION CONCERNING JUNIOR COLLEGE FUNCTIONS.
NAPA JUNIOR COLL., CALIF.
PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *COMMUNITY RELATIONS, *COMMUNITY SURVEYS, *JUNIOR COLLEGES, *PUBLIC RELATIONS, *SCHOOL COMMUNITY RELATIONSHIP, CALIFORNIA, NAPA, PUBLIC OPINION.

A SURVEY TO DETERMINE WHAT THE COMMUNITY UNDERSTANDS OF THE LOCAL JUNIOR COLLEGE AND ITS FUNCTIONS WAS CONDUCTED BY PERSONAL INTERVIEWS WITH 367 RANDOMLY SELECTED HOUSEHOLDERS. OF THOSE INTERVIEWED, 52.6 PERCENT HAD NO OPINION ON THE COLLEGE, 37.9 PERCENT FELT THAT THE COLLEGE WAS PERFORMING WELL OR ADEQUATELY, AND 9.5 PERCENT FELT IT WAS NOT. IN MANY CASES, THOSE WHO EXPRESSED AN OPINION GAVE NO REASONS FOR THEIR CONCLUSIONS. AFTER REPLIES WERE CLASSIFIED BY AGE, INCOME, EDUCATION, AND INFORMATION SOURCE OF THE RESPONDENTS, IT WAS FOUND THAT NO PARTICULAR SEGMENT OF THE POPULATION WAS MORE GROSSLY UNINFORMED THAN ANOTHER. THE NEED FOR MORE PUBLIC INFORMATION ON THE COLLEGE WAS APPARENT. (HH)

ED 014 985 JC 670 849

MEYERSON, MILES
REPORT OF RESEARCH PROJECT TO DETERMINE EFFECT OF MASS CIRCULATION OF MACOMB COUNTY COMMUNITY COLLEGE STUDENT NEWSPAPER ON PUBLIC IMAGE OF THE COLLEGE.
PUB DATE 14 AUG 67

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *COMMUNITY ATTITUDES, *JUNIOR COLLEGES, *NEWSPAPERS, *SCHOOL NEWSPAPERS, *SCHOOL PUBLICATIONS, MICHIGAN, PUBLIC OPINION, PUBLIC RELATIONS, SCHOOL COMMUNITY RELATIONSHIP, WARREN.

ONE HUNDRED TELEPHONE INTERVIEWS WERE CONDUCTED TO DETERMINE IF MASS CIRCULATION OF THE CAMPUS PAPER (PUBLISHED AT THREE-WEEK INTERVALS) ALONG WITH A COMMUNITY DAILY PAPER WAS HARMFUL OR OTHERWISE TO THE PUBLIC IMAGE OF THE COLLEGE. THE EXPERIMENTAL GROUP COMPRISED THOSE WHO RECEIVED BOTH THE STUDENT PAPER AND THE DAILY PAPER. THE CONTROL GROUP CONSISTED OF THOSE WHO DID NOT GET THE STUDENT PAPER, SINCE THEY DID

NOT SUBSCRIBE TO THE DAILY WITH WHICH IT WAS DISTRIBUTED. FIVE QUESTIONS WERE ASKED—(1) HOW OFTEN DO YOU READ THE DAILY, (2) HAVE YOU EVER READ THE COLLEGE PAPER, (3) HOW OFTEN, (4) DO YOU BELIEVE THE COLLEGE IS MEETING THE EDUCATIONAL NEEDS OF ITS STUDENTS, AND (5) HOW DO YOU FEEL THE BEHAVIOR OF THE STUDENTS COMPARES WITH THAT OF OTHERS THROUGHOUT THE UNITED STATES. THOSE EXPOSED TO THE STUDENT NEWSPAPER RATED BOTH THE PERFORMANCE OF THE COLLEGE AND THE BEHAVIOR OF ITS STUDENTS HIGHER THAN DID THOSE IN THE CONTROL GROUP. ALSO, THERE WERE MANY MORE IN THE CONTROL GROUP WHO EXPRESSED A LACK OF OPINION THAN IN THE EXPERIMENTAL GROUP. THE RESULTS REINFORCE THE HYPOTHESIS THAT THOSE WHO KNOW MORE ABOUT THE COLLEGE HAVE A BETTER OPINION OF IT. (HH)

ED 014 986 JC 670 859

ENGLEHART, MAX D. MOUGHAMIAN, HENRY

A FOLIO OF ILLUSTRATIVE EXERCISES FROM CHICAGO CITY JUNIOR COLLEGE ENGLISH AND GENERAL COURSE FINAL EXAMINATIONS.

CHICAGO CITY COLL., ILL.

PUB DATE MAY 66

EDRS PRICE MF-\$0.25 HC-\$1.04 24P.

DESCRIPTORS *JUNIOR COLLEGES, *MULTIPLE CHOICE TESTS, *OBJECTIVE TESTS, *TESTS, BIOLOGY, CHICAGO, ENGLISH, HUMANITIES, ILLINOIS, PHYSICAL SCIENCES, SOCIAL SCIENCES.

THESE EXAMPLES OF FINAL EXAMINATION ITEMS INCLUDE ENGLISH, BIOLOGY, HUMANITIES, PHYSICAL SCIENCE, AND SOCIAL SCIENCE. THEY ARE INTENDED FOR USE IN EVALUATING THE STUDENT'S INTELLECTUAL SKILL RATHER THAN HIS MEMORY. ALMOST ALL ITEMS ARE OF THE MULTIPLE-CHOICE AND KEY-LIST TYPES, WITH NO TRUE-FALSE QUESTIONS. TO SOME EXTENT, USE IS MADE OF EXERCISES APPROPRIATE TO MACHINE SCORING. THE SCORING OF EXAMINATIONS AND THE ANALYSIS AND USE OF TEST DATA AT CHICAGO CITY JUNIOR COLLEGE ARE DESCRIBED. (HH)

ED 014 987 JC 670 868

SENSOR, PHYLLIS

FOLLOW-UP OF 1965 FRESHMEN WHO DID NOT RETURN FOR FALL SEMESTER, 1966.
RIVERSIDE CITY COLL., CALIF.

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *COUNSELING EFFECTIVENESS, *DROPOUT RESEARCH, *FOLLOWUP STUDIES, *JUNIOR COLLEGES, *QUESTIONNAIRES, CALIFORNIA, COLLEGE FRESHMEN, DROPOUT CHARACTERISTICS, RIVERSIDE, STUDENT CHARACTERISTICS, VOCATIONAL FOLLOWUP.

STUDENTS WHO DID NOT RETURN FOR A SECOND YEAR WERE CODED ACCORDING TO THE LENGTH OF TIME SPENT IN THE COLLEGE AND THEIR RECORDS CHECKED FOR THE NUMBER OF UNITS ATTEMPTED AND THE NUMBER OF UNITS AND GRADE POINTS EARNED. A 1-PAGE QUESTIONNAIRE WAS SENT TO 967 SUCH STUDENTS AND THE RESULTS FROM THE 222 REPLIES WERE ANALYZED. A SEPARATE CHECK WAS MADE ON THOSE ENROLLED IN 1-YEAR COSMETOLOGY, LICENSED VOCATIONAL NURSING, AND PEACE OFFICER PROGRAMS. TABLES WERE PREPARED TO SUMMARIZE AN-

SWERS TO THE FOLLOWING QUESTIONS—(1) WHAT IS YOUR PRESENT ACTIVITY, (2) WHEN DID YOU LEAVE THE COLLEGE, (3) WERE YOU EMPLOYED WHILE ATTENDING COLLEGE, (4) IF SO, HOW MANY HOURS PER WEEK, (5) IN WHAT WAY COULD THE COLLEGE HAVE HELPED YOU MORE, (6) HOW MUCH HAS YOUR COLLEGE TRAINING HELPED YOU IN YOUR PRESENT JOB, (7) WHAT OTHER COMMENTS OR SUGGESTIONS CAN YOU OFFER. THE FINDINGS, WHILE SHOWING NO SERIOUS DEFICIENCIES IN THE COLLEGE'S FUNCTIONS, DID INDICATE AREAS FOR FURTHER STUDY. (1) HOW TO INCREASE COUNSELING EFFECTIVENESS FOR FRESHMEN, (2) A SIMILAR STUDY OF 1966 FRESHMEN, EXCLUDING THE SPECIAL TRAINING ENROLLEES, (3) A SEPARATE FOLLOW-UP STUDY OF VOCATIONAL STUDENTS, AND (4) A PROFILE OF STUDENTS WHO DROP CLASSES. (HH)

ED 014 988 JC 670 881

AN INTRODUCTION TO AMERICAN JUNIOR COLLEGES.

AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.

AMERICAN COUNCIL ON EDUCATION, WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$2.12 51P.

DESCRIPTORS *COLLEGE ROLE, *EDUCATIONAL TRENDS, *JUNIOR COLLEGES, COLLEGE PROGRAMS, COMMUNITY COLLEGES, TECHNICAL EDUCATION, VOCATIONAL EDUCATION.

THIS DOCUMENT IS A REPRODUCTION OF THE FIRST TWO CHAPTERS OF "AMERICAN JUNIOR COLLEGES, SEVENTH EDITION." IN CHAPTER 1, "TRENDS IN JUNIOR COLLEGE EDUCATION," THE AUTHORS GIVE ATTENTION TO SIZE, STATE AND NATIONAL PLANNING, ORGANIZATION AND CONTROL, FINANCE, FEDERAL AID, PROGRAMS OF STUDY, ACCREDITATION, STUDENT ACTIVITIES, TEACHERS, AND FACILITIES. "OCCUPATIONAL EDUCATION," THE SECOND CHAPTER, INCLUDES SECTIONS ON (1) PLANNING OCCUPATIONAL EDUCATION, (2) TYPES OF OCCUPATIONAL PROGRAMS, INCLUDING PREPARATION FOR BUSINESS, INDUSTRY, AND HEALTH FIELDS, AND SERVICE OCCUPATIONS, AND (3) PROBLEMS AND REWARDS IN OCCUPATIONAL EDUCATION. THIS DOCUMENT IS ALSO AVAILABLE FROM AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. SINGLE COPIES ARE FREE, AND 10 COPIES OR MORE ARE 50 CENTS EACH. (WO)

ED 014 989 JC 670 913

ALKIN, MARVIN C. HENDRIX, VERNON L.
INPUT-OUTPUT RELATIONSHIPS IN A SAMPLE OF CALIFORNIA PUBLIC JUNIOR COLLEGES.

CALIFORNIA UNIV., LOS ANGELES

REPORT NUMBER TR-1

PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$1.36 32P.

DESCRIPTORS *COMMUNITY CHARACTERISTICS, *JUNIOR COLLEGES, ANALYSIS OF VARIANCE, COLLEGE ROLE, EDUCATIONAL FINANCE, EXPENDITURES, PRODUCTIVITY.

IN A STUDY OF RELATIONSHIPS BETWEEN FINANCIAL INPUT AND SELECTED OUTPUT MEASURES, WITH STATISTICAL CONTROL FOR VARIATIONS IN COMMUNITY CHARACTERISTICS, 15 PUBLIC CALIFORNIA JUNIOR COLLEGES WERE STUDIED WITH RESPECT TO THREE FINANCIAL VARIABLES (INSTRUC-

TIONAL EXPENDITURES PER AVERAGE DAILY ATTENDANCE (ADA) UNIT, TOTAL CURRENT EXPENSE PER ADA, AND NON-INSTRUCTIONAL EXPENSES PER ADA) AND SEVEN OUTPUT MEASURES—(1) PERCENT OF VOCATIONAL STUDENTS COMPLETING PROGRAM OR SECURING RELEVANT EMPLOYMENT, (2) PERCENT OF ENROLLMENT RECEIVING AN AA DEGREE, (3) PERCENT OF ENROLLMENT TRANSFERRING TO SENIOR INSTITUTIONS, (4) PERCENT OF ENROLLMENT PLACED ON PROBATION, (5) PERCENT OF ENROLLMENT DISMISSED, (6) PERCENT OF ENROLLMENT COMPLETING BACHELOR'S DEGREE, AND (7) PERCENT OF PROBATION PLUS DISMISSAL. IT WAS FOUND THAT APPROXIMATELY HALF OF THE VARIATION IN THE OUTPUT MEASURES AND NEARLY ALL OF THE VARIATION IN FINANCIAL INPUT COULD BE EXPLAINED BY DIFFERENCES IN COMMUNITY CHARACTERISTICS. COMMUNITY DIFFERENCES SEEMED MOST EFFECTIVE IN THE DETERMINATION OF THE PERCENT OF TRANSFER STUDENTS (85 PERCENT OF THE VARIANCE) AND LESS EFFECTIVE (ABOUT ONE-THIRD OF THE VARIANCE) IN DETERMINING PERCENT OF STUDENTS EARNING AA DEGREE, EARNING BA DEGREES, AND BEING PLACED ON PROBATION. (WO)

ED 014 990 JC 680 022
CANFIELD, ALBERT A.
TIME FOR INSTRUCTIONAL RESEARCH.
CALIFORNIA UNIV., LOS ANGELES
PUB DATE DEC 67

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.
DESCRIPTORS *EDUCATIONAL RESEARCH, *INSTITUTIONAL RESEARCH, *INSTRUCTIONAL IMPROVEMENT, *JUNIOR COLLEGES, *RESEARCH NEEDS, COURSE EVALUATION, EFFECTIVE TEACHING, PROGRAM EFFECTIVENESS, RESEARCH DESIGN, RESEARCH METHODOLOGY, RESEARCH REVIEWS (PUBLICATIONS).

ALTHOUGH COMMUNITY JUNIOR COLLEGES ARE PRIMARY LABORATORIES OF FORMAL HUMAN LEARNING, THERE IS A SURPRISING SCARCITY OF STUDIES OF THEIR INSTRUCTIONAL EFFECTIVENESS. LITERATURE AVAILABLE IN THE CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION INCLUDES DESCRIPTIONS OF INSTRUCTIONAL PROCESSES AND OF INNOVATIVE ACTIVITIES, BUT LITTLE INFORMATION IS PRESENTED CONCERNING THE RESULTS OF INSTRUCTION. AREAS IN WHICH EVALUATIVE STUDIES ARE REPORTED INCLUDE TELEVISED INSTRUCTION, PROGRAMMED MATERIALS, CLASS SIZE, AND VARIATIONS IN INSTRUCTOR TECHNIQUES. TO ATTAIN THE GOAL OF UTILIZING THE BEST POSSIBLE INSTRUCTIONAL PRACTICES FOR STUDENT LEARNING, JUNIOR COLLEGE EDUCATORS MUST HAVE RESEARCH DATA FROM STUDIES WHICH OBSERVE BASIC DESIGN FEATURES. RECENT ACTIVITIES OF THE UNITED STATES OFFICE OF EDUCATION, COLLEGE FACULTIES, AND PRIVATE FOUNDATIONS INDICATE A TREND TOWARD MORE EFFECTIVE RESEARCH. THIS DOCUMENT IS VOLUME 2, NUMBER 4 OF "JUNIOR COLLEGE RESEARCH REVIEW," DECEMBER 1967. (WO)

ED 014 991 JC 680 023
ROUECHE, JOHN E. BOGGS, JOHN R.
ENTRANCE AND PLACEMENT TESTING.
CALIFORNIA UNIV., LOS ANGELES
PUB DATE JAN 68

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *COLLEGE ENTRANCE EXAMINATIONS, *JUNIOR COLLEGES, *RESEARCH REVIEWS (PUBLICATIONS), *STANDARDIZED TESTS, PREDICTIVE ABILITY (TESTING), TEST INTERPRETATION, TEST VALIDITY.

WHILE REPORTS ON THE USE OF STANDARDIZED TESTS IN JUNIOR COLLEGES ARE COMMONLY TABULATIONS OF SCORES, SOME COLLEGES HAVE STUDIED TOPICS SUCH AS THE RELATIONSHIP OF TEST SCORES TO GENERAL COLLEGE ACHIEVEMENT, VALIDITY OF TEST SCORES IN PREDICTING SUCCESS IN SPECIFIC COURSES, AND EVALUATION OF CHANGES IN STUDENTS DURING THEIR COLLEGE EXPERIENCES. FEW STANDARDIZED TESTS ADEQUATELY MEET THE MULTIPLE NEEDS OF COMPREHENSIVE JUNIOR COLLEGES, AND LACK OF APPROPRIATE DATA PREVENTS MAXIMUM UTILIZATION OF THOSE WHICH ARE AVAILABLE. MORE EFFECTIVE USE OF TESTS WOULD RESULT FROM (1) DEVELOPMENT OF PROFILES WHICH DESCRIBE TEST PERFORMANCE OF CLEARLY IDENTIFIED GROUPS, (2) DETERMINATION OF RELATIONSHIPS OF SPECIFIC TESTS TO DESIGNATED CURRICULAR OBJECTIVES, (3) DEVELOPMENT OF METHODS FOR FORMULATING OR REVISING OBJECTIVES ON THE BASIS OF TEST RESULTS, AND (4) DESIGN OF PROCEDURES TO ALLOW FOR STATISTICAL STATEMENTS AND CONCLUSIONS. THIS DOCUMENT IS VOLUME 2, NUMBER 5 OF "JUNIOR COLLEGE RESEARCH REVIEW," JANUARY 1968. (WO)

ED 014 992 LI 000 011
TATE, VERNON D. WOLF, DAVID R.
A SURVEY OF MICROFICHE READERS AND READER-PRINTERS CURRENTLY MANUFACTURED IN THE UNITED STATES.
NATIONAL MICROFILM ASSN., ANNAPOLIS, MD.
PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *LIBRARY EQUIPMENT, *MICROFICHE, EQUIPMENT MANUFACTURERS, STANDARDS.

A DISCUSSION OF MICROFICHE, INCLUDING DEFINITION OF THE TERM, CONSIDERATION OF ITS CHARACTERISTICS AND DIFFERENCES BETWEEN IT AND OTHER MICROFORMS, PUBLICATION IN THE FORM, AND STANDARDIZATION OF ITS SIZE AND FORMAT IS FOLLOWED BY AN EXPLANATION OF THE SURVEY OF MICROFICHE READERS AND READER-PRINTERS. THE SURVEY ITSELF GIVES THE FOLLOWING INFORMATION FOR EACH PIECE OF EQUIPMENT AVAILABLE NOVEMBER 1, 1967—(1) MANUFACTURER AND ADDRESS, (2) PICTURE, (3) FUNCTIONAL FEATURES, AND (4) OTHER INFORMATION, INCLUDING PRICE, SUPPLIED BY THE MANUFACTURERS. THIS DOCUMENT, REPRESENTING A SELECTION OF THE INFORMATION AVAILABLE IN THE GUIDE TO MICROREPRODUCTION EQUIPMENT AND ITS ANNUAL SUPPLEMENTS, IS A REPRINT FROM THE "NMA JOURNAL," VOLUME 1, NUMBER 1, 1967 AND IS AVAILABLE FROM THE NATIONAL MICROFILM ASSOCIATION, 250 PRINCE GEORGE STREET, ANNAPOLIS, MARYLAND 21404 FOR \$0.50. QUANTITY RATES ARE AVAILABLE ON REQUEST. (CM)

ED 014 993 LI 000 012
WILLIAMSON, WILLIAM L.
THE IMPACT OF THE PUBLIC LAW 480 PROGRAM ON OVERSEAS ACQUISITIONS BY AM-

ERICAN LIBRARIES, PROCEEDINGS OF A CONFERENCE HELD AT THE WISCONSIN CENTER (MADISON, MAY 12, 1967).

WISCONSIN UNIV., MADISON
PUB DATE 67

GRANT OEG-6-95-59-0501-0017

EDRS PRICE MF-\$0.25 HC-\$1.88 45P.

DESCRIPTORS *ACQUISITIONS (LIBRARIES), *FOREIGN LANGUAGE BOOKS, *FOREIGN LANGUAGE PERIODICALS, *LIBRARY MATERIALS, *LIBRARY PROGRAMS, AREA STUDIES, BOOK SELECTION, CATALOGING, COLLEGE LIBRARIES, CO-OPERATIVE PROGRAMS, DEVELOPING NATIONS, FEDERAL PROGRAMS, LIBRARY COLLECTIONS, LIBRARY COOPERATION, LIBRARY OF CONGRESS, LIBRARY TECHNICAL SERVICES, PUBLIC LAW 480 PROGRAM.

A CONFERENCE WAS SPONSORED BY THE UNIVERSITY OF WISCONSIN LIBRARY SCHOOL TO BETTER INFORM LIBRARIANS ABOUT THE PUBLIC LAW 480 PROGRAM UNDER WHICH THE LIBRARY OF CONGRESS ACQUIRES FOREIGN LANGUAGE AND ENGLISH PUBLICATIONS FROM DEVELOPING NATIONS FOR SELECTED U.S. LIBRARIES. REPRESENTING THE VARIOUS ASPECTS OF THE PROGRAM, MEMBERS OF THE PANEL DISCUSSED THEIR EXPERIENCES INFORMALLY. THE ACCOUNT OF THE ESTABLISHMENT AND OPERATION OF THE PROGRAM GIVES DETAILS ON THE LEGISLATIVE HISTORY, ORGANIZATION, CO-OPERATIVE CATALOGING AND ENGLISH-LANGUAGE PROGRAMS, AND FUTURE PLANS. PROBLEMS AND AREAS FOR IMPROVEMENT ARE REVEALED IN THE DESCRIPTION OF A SMALL COLLEGE'S EXPERIENCES WITH THE ENGLISH-LANGUAGE PROGRAM. THE REVIEW OF THE PROGRAM'S IMPACT ON A LARGE RESEARCH LIBRARY ILLUSTRATES METHODS OF HANDLING AN EXTENSIVE COLLECTION AND SHOWS THE EFFECT THE PROGRAM CAN HAVE ON UNIVERSITY TEACHING AND RESEARCH. FINALLY, THE PROGRAM'S MANY IMPLICATIONS FOR THE BROAD AREAS OF LIBRARIANSHIP AND FOR THE COUNTRIES THEMSELVES ARE EXAMINED, AND BRIEF CONSIDERATION IS ALSO GIVEN TO THE POSSIBLE RELATIONSHIP BETWEEN THIS PROGRAM AND THE TITLE 2C OR SHARED CATALOGING PROGRAM AND THE EFFECT ON THE FARMINGTON PLAN. (JB)

ED 014 994 LI 000 026
FREEMAN, ROBERT R. ATHERTON, PAULINE
FILE ORGANIZATION AND SEARCH STRATEGY USING THE UNIVERSAL DECIMAL CLASSIFICATION IN MECHANIZED REFERENCE RETRIEVAL SYSTEMS.
AMERICAN INST. OF PHYSICS, NEW YORK, N.Y.

REPORT NUMBER AIP-UDC-5

PUB DATE 15 SEP 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CLASSIFICATION, *INDEXING, *INFORMATION RETRIEVAL, *INFORMATION STORAGE, AUTOMATION, COMBINED FILE SEARCH SYSTEM, COMPUTER PROGRAMS, FEASIBILITY STUDIES, INFORMATION SYSTEMS, UDC, UNIVERSAL DECIMAL CLASSIFICATION, VOCABULARY.

STARTING FROM A MODEL OF CONTEMPORARY MECHANIZED RETRIEVAL SYSTEMS AND THE CHARACTERISTICS OF INDEXING LANGUAGES USED THEREIN, THE AUTHORS DEVELOP A RATIONAL BASIS FOR USE OF THE UNIVERSAL DECIMAL CLASSIFICATION (UDC) IN THIS

CONTEXT. PRACTICAL DESIGN CONSIDERATIONS FOR THE USE OF UDC IN A MECHANIZED RETRIEVAL SYSTEM ARE DISCUSSED. EXAMPLES ARE REPORTED OF THE USE OF UDC AS THE INDEXING LANGUAGE WITH THE COMBINED FILE SEARCH SYSTEM, AN EXISTING RETRIEVAL SYSTEM FOR THE IBM 1401, USED BY SEVERAL LARGE INFORMATION CENTERS IN THE UNITED STATES. FINALLY, THE AUTHORS DISCUSS HOW UDC MIGHT BE USED AS A QUERY LANGUAGE IN A TYPICAL RETRIEVAL SYSTEM OF THE NEAR FUTURE IN WHICH THE USER INTERACTS DIRECTLY WITH THE COMPUTER-STORED DOCUMENT REFERENCE FILE. THE AUTHORS CONCLUDE THAT IT IS TECHNICALLY FEASIBLE TO USE UDC IN MECHANIZED RETRIEVAL SYSTEMS AND THAT, UNDER CERTAIN CONDITIONS, IT MAY BE DESIRABLE. SOME OF THESE CONDITIONS ARE THE EXISTENCE OF LARGE FILES ALREADY INDEXED BY UDC, STAFF ALREADY TRAINED FOR ITS USE, AND EXTENSIVE INTERNATIONAL USE OR EXCHANGE OF MATERIALS OF THE SYSTEM. THIS PAPER WAS PRESENTED AT THE FICIFIP CONFERENCE ON MECHANIZED INFORMATION STORAGE, RETRIEVAL, AND DISSEMINATION (ROME, JUNE 15, 1967). THIS DOCUMENT IS AVAILABLE AS PB-176-152 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, \$3.00 FOR HARD COPY, \$0.65 FOR MICROFICHE, 37 PAGES. (AUTHOR)

ED 014 995

LI 000 035

HIEBER, CAROLINE E.

AN ANALYSIS OF QUESTIONS AND ANSWERS IN LIBRARIES. STUDIES IN THE MAN-SYSTEM INTERFACE IN LIBRARIES. REPORT NO. 1.

LEHIGH UNIV., BETHLEHEM, PA., CTR. FOR SCIENCES

REPORT NUMBER R-1

PUB DATE JUN 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INFORMATION SERVICES, *INFORMATION UTILIZATION, *LIBRARIES, *QUESTION-ANSWER INTERVIEWS, *REFERENCE MATERIALS, CLASSIFICATION, DOCUMENTATION, INFORMATION NEEDS, LIBRARY SERVICES, LIBRARY SKILLS, REFERENCE BOOKS, RESEARCH.

TRADITIONAL METHODS OF ANALYZING QUESTIONS AND ANSWERS AS THEY OCCUR IN REFERENCE LIBRARIES ARE DISCUSSED AND CRITICIZED. METHODS OF EXAMINING QUESTIONS, THE QUESTION-ANSWERING PROCESS, AND ANSWERS TO QUESTIONS ARE EVALUATED. A PRAGMATIC SCHEME IS SUGGESTED WHICH CLASSIFIES ANSWERS BY THEIR FORMATS, DIVIDING THEM INTO EXACT-REPRODUCTION TYPE, FILL-IN-THE-BLANK TYPE, SHORT DESCRIPTIVE TYPE, INFORMATION-ABOUT TYPE, AND LIST-OF-REFERENCES TYPE. THIS CLASSIFICATION IS APPLIED TO A COLLECTION OF ACTUAL INQUIRIES. RECOMMENDATIONS FOR FURTHER TESTING OF THE SUGGESTED CLASSIFICATION ARE GIVEN, WITH A DISCUSSION OF ITS VALUE IN PRESENT AND FUTURE LIBRARIES. THIS DOCUMENT IS A THESIS PRESENTED TO THE GRADUATE FACULTY OF LEHIGH UNIVERSITY IN CANDIDACY FOR THE DEGREE OF MASTER OF SCIENCE IN INFORMATION SCIENCES. IT IS AVAILABLE AS AD-635-020 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRING-

FIELD, VIRGINIA 22151, \$3.00 FOR HARD COPY, \$0.50 FOR MICROFICHE, 56 PAGES. (AUTHOR)

ED 014 996

LI 000 052

IBERALL, A.S.

INFORMATION SCIENCE-OUTLINE, ASSESSMENT, INTERDISCIPLINARY DISCUSSION. REPORT FOR JUNE, 1965-JUNE, 1966.

GENERAL TECHNICAL SERVICES INC., YEADON, PA.

PUB DATE JUN 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CYBERNETICS, *INFORMATION SCIENCE, *INFORMATION SYSTEMS, ANNOTATED BIBLIOGRAPHIES, COMMUNICATION (THOUGHT TRANSFER), INFORMATION RETRIEVAL, INFORMATION THEORY, INTERDISCIPLINARY APPROACH, LANGUAGE, NETWORKS.

THIS REPORT PROVIDES AN ASSESSMENT AND INTRODUCTION TO THE INTERDISCIPLINARY LITERATURE OF THREE ASPECTS OF INFORMATION SCIENCE, IN ANNOTATED BIBLIOGRAPHY FORM. THESE ARE-COMMUNICATION NETWORKS, HUMAN INFORMATION PROCESSES (PRINCIPALLY LANGUAGE AND INFORMATION RETRIEVAL), AND THE LARGE CYBERNETIC SYSTEMS SUCH AS THE HUMAN BRAIN AND CENTRAL NERVOUS SYSTEM. THIS DOCUMENT IS AVAILABLE AS AD-635-809 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, \$3.00 FOR HARD COPY, \$0.75 FOR MICROFICHE, 91 PAGES. (AUTHOR)

ED 014 997

LI 000 053

JANNING, EDWARD A.

OPERATIONS OF A DOCUMENT RETRIEVAL SYSTEM USING A CONTROLLED VOCABULARY. FINAL SUMMARY REPORT, DECEMBER 1, 1964-NOVEMBER 30, 1965.

DAYTON UNIV., OHIO, RESEARCH INST.

REPORT NUMBER AFML-TR-66-36

PUB DATE MAR 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INDEXING, *INFORMATION RETRIEVAL, *VOCABULARY, AIR FORCE MATERIALS LABORATORY, DAYTON, EVALUATION, INFORMATION SYSTEMS, PUBLICATIONS, RESEARCH, THE-SAURI.

THE REPORT DESCRIBES THE EFFECTS THAT A CONTROLLED VOCABULARY HAS ON THE INDEXING AND SEARCHING OPERATIONS OF THE DOCUMENT RETRIEVAL SYSTEM ESTABLISHED BY THE UNIVERSITY OF DAYTON FOR THE AIR FORCE MATERIALS LABORATORY. THE SYSTEM CONTAINS ABOUT 30,000 SCIENTIFIC AND TECHNICAL REPORTS COVERING ALL ASPECTS OF MATERIALS RESEARCH AND IS CONTROLLED BY A VOCABULARY OF 10,000 TERMS. IN GENERAL, THE USE OF A CONTROLLED VOCABULARY HAS BEEN FOUND TO BE VERY BENEFICIAL TO THE OVERALL OPERATION OF THE SYSTEM. ALSO DESCRIBED ARE THREE SEARCH STRATEGIES THAT ARE USED TO EFFECTIVELY RETRIEVE INFORMATION IN A FORMAT THAT IS MORE USEFUL TO A USER THAN MERELY A LIST OF DOCUMENT NUMBERS. THIS DOCUMENT IS AVAILABLE AS AD-633-614 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, \$2.00 FOR HARD COPY, \$0.50 FOR MICROFICHE, 28 PAGES. (AUTHOR)

ED 014 998

LI 000 054

SYSTEM DEVELOPMENT PLAN FOR A NATIONAL CHEMICAL INFORMATION SYSTEM. INFORMATION MANAGEMENT INC., BURLINGTON, MASS.

PUB DATE APR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CHEMISTRY, *INFORMATION PROCESSING, *INFORMATION SYSTEMS, *MASTER PLANS, *SYSTEMS DEVELOPMENT, ADMINISTRATIVE POLICY, COSTS, EQUIPMENT, FINANCIAL POLICY, GUIDELINES, INFORMATION CENTERS, MANPOWER UTILIZATION, NETWORKS.

THE DOCUMENT IDENTIFIES POLICY DECISIONS WHICH MUST BE MADE, SUGGESTS METHODS OF FUNDING, DESCRIBES WORK TO BE DONE, PROVIDES COSTS OF MANPOWER AND EQUIPMENT, AND DELINEATES STEPS FOR IMPLEMENTING THE NATIONAL CHEMICAL INFORMATION SYSTEM. ONE OF THE FIRST STEPS REQUIRED IS THE APPROVAL OR MODIFICATION OF THIS PLAN. IT THEN BECOMES A GUIDELINE FOR DEVELOPMENT. THIS DOCUMENT IS AVAILABLE AS AD-650-900 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, \$3.00 FOR HARD COPY, \$0.65 FOR MICROFICHE, 35 PAGES. A RELATED DOCUMENT IS LI 000 055. (AUTHOR)

ED 014 999

LI 000 055

SYSTEM PERFORMANCE SPECIFICATION FOR A NATIONAL CHEMICAL INFORMATION SYSTEM.

INFORMATION MANAGEMENT INC., BURLINGTON, MASS.

PUB DATE APR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CHEMISTRY, *INFORMATION PROCESSING, *INFORMATION SYSTEMS, *SYSTEMS DEVELOPMENT, ADMINISTRATIVE POLICY, CRITERIA, INFORMATION CENTERS, INFORMATION NEEDS, NETWORKS, PERFORMANCE, PLANNING.

THIS DOCUMENT CONTAINS A SET OF STATEMENTS ABOUT INFORMATION NEEDS, SYSTEM GOALS, SYSTEM REQUIREMENTS, AND SYSTEM SPECIFICATIONS FOR THE DEVELOPMENT OF A NATIONAL CHEMICAL INFORMATION SYSTEM. IN ITS PRESENT FORM, THE DOCUMENT CONSTITUTES A BASIS FOR FUTURE PLANNING. AS POLICY DECISIONS ARE MADE, TECHNICAL PROBLEMS SOLVED AND PLANS ARE ALTERED, THE RESULTANT CHANGES MUST BE REFLECTED IN THE SPECIFICATIONS. IN THIS SENSE, THE SYSTEM PERFORMANCE SPECIFICATION CANNOT BE COMPLETE UNTIL THE SYSTEM IS OPERATIONAL. THIS DOCUMENT IS AVAILABLE AS AD-650-901 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, \$3.00 FOR HARD COPY, \$0.65 FOR MICROFICHE, 129 PAGES. A RELATED DOCUMENT IS LI 000 054. (AUTHOR)

ED 015 000

LI 000 056

WAY, WILLIAM

A SUBJECT HEADING AUTHORITY LIST, COMPUTER PREPARED-THE SHAL PROGRAM.

RAND CORP., SANTA MONICA, CALIF.

REPORT NUMBER P-3485

PUB DATE DEC 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMPUTERS, *INDEXING, *INFORMATION PROCESSING, *THE-

SAURI, CODIFICATION, CRITERIA, DESIGN, INFORMATION STORAGE, INPUT OUTPUT, PRINTING, PROGRAMING, SHAL PROGRAM.

A SUBJECT HEADING AUTHORITY LIST CONTAINING MAIN ENTRIES, SCOPE NOTES, CROSS-REFERENCES, AND SUBDIVISIONS IS COMPILED, PRINTED, AND UPDATED BY COMPUTER. DESIGN CRITERIA, PROGRAMING, INPUT PREPARATION, PRINTING, AND FUTURE REFINEMENTS OF THE LIST TECHNIQUE ARE COVERED. A UNIQUE CODE WAS DESIGNED FOR SEQUENCING THE MASTER TAPE FILE AND PREPARING SPECIAL LISTINGS. SELECTION FROM AMONG SEVERAL DESIGN ALTERNATIVES IS EMPHASIZED. THIS DOCUMENT IS AVAILABLE AS AD-644-252 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, \$3.00 FOR HARD COPY, \$0.65 FOR MICROFICHE, 56 PAGES. (AUTHOR)

ED 015 001 LI 000 057

GIULIANO, VINCENT E. JONES, PAUL E. STUDY AND TEST OF A METHODOLOGY FOR LABORATORY EVALUATION OF MESSAGE RETRIEVAL SYSTEMS. INTERIM REPORT. LITTLE (ARTHUR D.) INC., BOSTON, MASS. REPORT NUMBER C-66257

ELECTRONICS SYSTEMS DIV., BEDFORD, MASS.

REPORT NUMBER ESD-TR-66-405

PUB DATE AUG 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INDEXING, *INFORMATION PROCESSING, *INFORMATION RETRIEVAL, EVALUATION, STATISTICAL ANALYSIS.

THE MAIN OBJECTIVES OF THE ANALYSES INCLUDE-(1) A RESEARCH STUDY OF TECHNIQUES FOR THE EVALUATION OF ASSOCIATIVE AND COORDINATE MESSAGE RETRIEVAL METHODS. (2) THE PREPARATION AND ANALYSIS OF MACHINE-READABLE TEST CORPORA SUITABLE FOR EXPERIMENTS WITH ASSOCIATIVE MESSAGE RETRIEVAL METHODS. THESE CORPORA CONSIST OF APPROXIMATELY 10,000 MESSAGES AND 1,000 INDEX TERMS EACH, ONE IS MANUALLY INDEXED, THE OTHER IS AUTOMATICALLY INDEXED. (3) EXPERIMENTAL APPLICATION OF THE EVALUATION TECHNIQUES TO THE TEST CORPORA WITH THE AIM OF ACHIEVING A COMPARISON BETWEEN CONVENTIONAL AND ASSOCIATIVE RETRIEVAL METHODS. (4) INVESTIGATION OF THE POSSIBILITY OF EXTENDING THE ASSOCIATIVE RETRIEVAL METHODS TO APPLY TO VERY LARGE DATA BASES IN CONJUNCTION WITH REAL-TIME PROCESSING MODES. THIS DOCUMENT IS AVAILABLE AS AD-642-829 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, \$3.00 FOR HARD COPY, \$0.65 FOR MICROFICHE, 190 PAGES. (AUTHOR)

ED 015 002 LI 000 058

SCHUEFFLER, FREDERIC L. STUDENT INDEXER TRAINING PROGRAM AND THE IMPROVED OPERATION OF A DOCUMENT RETRIEVAL SYSTEM. FINAL SUMMARY REPORT.

DAYTON UNIV., OHIO, RESEARCH INST.

REPORT NUMBER AFPM-TR-66-391

PUB DATE JAN 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EVALUATION, *INDEXING, *INFORMATION RETRIEVAL, *SUBPROFESSIONALS, *TRAINING, AEROSPACE MATERIALS INFORMATION CENTER, AMIC, DAYTON UNIVERSITY, DOCUMENTATION, THESAURI.

THE AVAILABILITY OF STUDENTS AT THE UNIVERSITY OF DAYTON HAD SUGGESTED THEIR POSSIBLE USE AS INDEXERS FOR INDEXING DOCUMENTS FOR THE AEROSPACE MATERIALS INFORMATION CENTER (AMIC). A STUDENT HAD BEEN EMPLOYED TWO YEARS AGO AND INFORMALLY TRAINED IN INDEXING.

THE SUCCESS OF THAT EXPERIENCE, THE SUCCESSFUL DEVELOPMENT OF A CONTROLLED VOCABULARY, AND THE NEED FOR ADDITIONAL INDEXERS LED TO THE INAUGURATION OF A FORMAL INDEXER TRAINING PROGRAM FOR UPPERCLASSMEN. THE DESIGN, IMPLEMENTATION AND EVALUATION OF THE TRAINING PROGRAM ARE DESCRIBED. IT WAS CONCLUDED THAT STUDENTS CAN BECOME PROFICIENT INDEXERS. MODIFICATIONS WERE MADE TO IMPROVE THE VARIOUS OPERATIONS OF THE RETRIEVAL SYSTEM-THE AMIC SYSTEM WAS TRANSFERRED FROM THE UNIVERSITY'S NCR 304 COMPUTER TO THE GOVERNMENT'S IBM 7094 COMPUTER FACILITIES AT WRIGHT PATTERSON AIR FORCE BASE, MODIFICATIONS WERE MADE IN THE VOCABULARY AND THESAURUS TO MAKE THEM EASIER TO USE AND TO SAVE PROFESSIONAL TIME. MICROFILM EQUIPMENT WAS INSTALLED TO INCREASE THE EFFICIENCY OF SCREENING SEARCH OUTPUTS. ADDITIONAL STUDIES HAVE COMMENCED WHICH WILL LEAD TO FURTHERING THE EFFICIENCY AND EFFECTIVENESS OF THE OVERALL SYSTEM. THIS DOCUMENT IS AVAILABLE AS AD-651-039 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, \$3.00 FOR HARD COPY, \$0.65 FOR MICROFICHE, 57 PAGES. (AUTHOR)

ED 015 003 LI 000 059

ULLMAN, HANS C. SHAUKLAS, VICTOR F. SOCIAL SCIENCES INFORMATION SYSTEMS WORKSHOP PROCEEDINGS (WARRENTON, VIRGINIA, MAY 8-11, 1966).

AMERICAN UNIV., WASHINGTON, D.C.

PUB DATE NOV 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INFORMATION RETRIEVAL, *INFORMATION SYSTEMS, *SOCIAL SCIENCES, ABSTRACTING, CONFERENCE REPORTS, INDEXING, SCIENTIFIC RESEARCH.

THE PROCEEDINGS ARE THE RESULT OF A THREE-DAY WORKSHOP ENTITLED, "SOCIAL SCIENCES INFORMATION SYSTEMS," HELD AT THE ARLIE FOUNDATION, WARRENTON, VIRGINIA, MAY 1966. THE WORKSHOP WAS CO-SPONSORED BY THE CENTER FOR RESEARCH IN SOCIAL SYSTEMS (AT THAT TIME THE SPECIAL OPERATIONS RESEARCH OFFICE) OF THE AMERICAN UNIVERSITY AND THE SYSTEM DEVELOPMENT CORPORATION. THE WORKSHOP PROCEEDINGS RECORD THE EXPLORING OF THE APPLICATION OF INFORMATION SCIENCES AND TECHNOLOGY TO THE PROBLEMS OF RESEARCH AND PRACTICE IN THE SOCIAL SCIENCES AND RECORD SOME OF THE RESULTS OF THE EXPLORATION, AMONG WHICH IS THE REALIZATION THAT STARTLING FURTHER ADVANCES IN SOCIAL SCIENCE INFORMATION SYSTEMS ARE WITHIN THE STATE-OF-THE-ART IF SU-

FFICIENT CONCERTED EFFORT AND RESOURCES ARE DEVOTED TO THEIR ACHIEVEMENT. THIS DOCUMENT IS AVAILABLE AS AD-643-990 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, \$3.00 FOR HARD COPY, \$0.65 FOR MICROFICHE, 113 PAGES. (AUTHOR)

ED 015 004 LI 000 060

GABRINI, PHILLIPPE J.

AUTOMATIC INTRODUCTION OF INFORMATION INTO A REMOTE-ACCESS SYSTEM-A PHYSICS LIBRARY CATALOG. TECHNICAL REPORT.

PENNSYLVANIA UNIV., PHILADELPHIA.

MOORE SCH. OF ELEC

REPORT NUMBER MSEE-67-09

PUB DATE NOV 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AUTOMATION, *CATALOGS, *INFORMATION PROCESSING, *LIBRARIES, CATALOGING, MASSACHUSETTS INSTITUTE OF TECHNOLOGY TECHNICAL INFORMATION PROJECT, MULTILIST SYSTEM, PROGRAMING.

THE OBJECTIVE OF THIS WORK IS TWO-FOLD-(1) TO DEVELOP GENERALIZED PROGRAMS AND PROCEDURES FOR ACCEPTING LARGE VOLUME INFORMATION AND INCORPORATING IT AUTOMATICALLY INTO THE FILES OF THE MULTILIST SYSTEM. (2) TO DEMONSTRATE BY A SPECIFIC EXAMPLE THE SPECIAL ADVANTAGES OF USE OF THE QUERY LANGUAGE, FILE DIRECTORIES AND FILE MULTILIST STRUCTURE. THE EXAMPLE IS AN AUTOMATED LIBRARY CATALOG WHICH HAS BEEN CREATED IN THIS SYSTEM BY INTRODUCING INTO THE MASS MEMORY A LARGE COLLECTION OF PHYSICS ARTICLES ALREADY USED FOR A SIMILAR PURPOSE BY THE M.I.T. TECHNICAL INFORMATION PROJECT. A PROGRAM, HOWEVER, HAD TO BE WRITTEN TO CHANGE THEIR FORMAT. A SECOND, MORE GENERAL PROGRAM WAS WRITTEN WHICH ENTERS ITEMS INTO THE MULTILIST SYSTEM. THIS DOCUMENT IS AVAILABLE AS AD-641-564 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, \$3.00 FOR HARD COPY, \$0.65 FOR MICROFICHE, 79 PAGES. (AUTHOR)

ED 015 005 PS 000 021

CALDWELL, BETTYE AND OTHERS

CODING MANUAL FOR APPROACH (A PROCEDURE FOR PATTERNING RESPONSES OF ADULTS AND CHILDREN).

STATE UNIV. OF N.Y., SYRACUSE, UPS-

TATE MED. CTR.

SYRACUSE UNIV., N.Y.

EDRS PRICE MF-\$0.50 HC-\$4.50 118P.

DESCRIPTORS *BEHAVIOR, *BEHAVIORAL SCIENCE RESEARCH, *CODIFICATION, *DATA ANALYSIS, *DATA PROCESSING, APPROACH, BEHAVIOR PATTERNS, ECOLOGY, ENVIRONMENTAL INFLUENCES, PSYCHOLOGY, REACTIVE BEHAVIOR, RECORDS (FORMS), SOCIAL RELATIONS.

DESCRIBED AND EXEMPLIFIED IS A CODING SYSTEM FOR TRANSLATING ONGOING BEHAVIOR OF CHILDREN AND ADULTS INTO A NUMERICAL LANGUAGE, THUS PERMITTING THE DATA TO BE SUMMARIZED AND ANALYZED BY COMPUTER. APPROACH IS BASED ON OBSERVATION. THE OBSERVER, WHO BECOMES PART OF

THE ENVIRONMENT, REPORTS INTO A TAPE RECORDER THE RESPONSES OF THE MAIN FIGURE BEING OBSERVED. THE REPORT MUST CONTAIN FOUR COMPONENTS WHICH ARE THE SUBJECT (WHO OR WHAT DOES THE ACT), THE PREDICATE (WHAT IS DONE), THE OBJECT (TOWARD WHOM OR WHAT THE ACT IS DIRECTED), AND ANY NECESSARY SUPPLEMENTARY INFORMATION (QUALIFIERS OF THE ACTION). THESE COMPONENTS ARE TRANSLATED ACCORDING TO THE CODING SYSTEM INTO THE NUMERICAL LANGUAGE. A CHART SUMMARIZES THE MAJOR APPROACH BEHAVIOR CATEGORIES AND NUMBERS ASSIGNED TO THEM. (EF)

ED 015 006 PS 000 205
BERGER, STANLEY I.

DEVELOPMENT OF APPROPRIATE EVALUATION TECHNIQUES FOR SCREENING CHILDREN IN A HEAD START PROGRAM. A PILOT PROJECT.

REPORT NUMBER OEO-515

EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *COGNITIVE MEASUREMENT, *EARLY EXPERIENCE, *EVALUATION TECHNIQUES, *SCREENING TESTS, *TEST VALIDITY, CULTURAL DISADVANTAGEMENT, HEAD START, INTELLECTUAL DEVELOPMENT, INTELLIGENCE TESTS, LEITER INTERNATIONAL MEASUREMENT INSTRUMENTS, PPVT, PRESCHOOL TESTS, PROGRAM EVALUATION, RAVEN PROGRESSIVE MATRICES, STANFORD BINET, TEST RELIABILITY, TEST SELECTION, VERBAL ABILITY.

THE PURPOSES OF THIS PILOT PROJECT WERE (1) TO ATTEMPT TO EVALUATE THE EFFECT OF THE LOCAL PROGRAM ON BOTH INDIVIDUAL CHILDREN AND THE GROUP AND (2) TO INVESTIGATE THE SENSITIVITY OF THE TEST INSTRUMENTS EMPLOYED IN EVALUATING SUCH A PROGRAM. SIXTY-ONE CHILDREN WERE ENROLLED IN THE LOCAL HEADSTART PROGRAM AND WERE ADMINISTERED THE STANFORD-BINET, LEITER INTERNATIONAL, RAVEN PROGRESSIVE MATRICES, AND PEABODY PICTURE VOCABULARY TESTS. IN ADDITION, 20 CHILDREN, SELECTED AT RANDOM FROM THE GROUP WERE TESTED BOTH BEFORE AND AFTER THE PROGRAM. RESULTS INDICATE (1) STATISTICALLY SIGNIFICANT IMPROVEMENT IN PERFORMANCE FOR THE 20 CHILDREN, (2) SIGNIFICANT CORRELATIONS AMONG THE VARIOUS TEST SCORES OF THE TOTAL GROUP, AND (3) PARTICULAR SENSITIVITY OF THE LEITER AND PEABODY TESTS IN REFLECTING CHANGES IN FUNCTIONING. IMPLICATIONS OF THE STUDY FOR FUTURE HEAD-START PROGRAMS AND ALSO FOR FURTHER RESEARCH WITH CULTURALLY DEPRIVED CHILDREN WERE DISCUSSED. (CO'D)

ED 015 007 PS 000 208
RAPH, JANE BEASLEY

LANGUAGE RESEARCH STUDY-PROJECT HEAD START. DEVELOPMENT OF METHODOLOGY FOR OBTAINING AND ANALYZING SPONTANEOUS VERBALIZATIONS USED BY PRE-KINDERGARTEN CHILDREN IN SELECTED HEAD START PROGRAMS-A PILOT STUDY.

RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.

REPORT NUMBER OEO-535

PUB DATE 18 OCT 65

EDRS PRICE MF-\$0.25 HC-\$1.28 30P.

DESCRIPTORS *LANGUAGE PATTERNS, *LANGUAGE RESEARCH, *METHODS RESEARCH, *PRESCHOOL CHILDREN, *VERBAL COMMUNICATION, CULTURALLY DISADVANTAGED, EXPRESSIVE LANGUAGE, HEAD START, LANGUAGE HANDICAPS, LANGUAGE PROFICIENCY, LEARNING READINESS, NEW JERSEY, STIMULUS DEVICES, TAPE RECORDINGS.

THIS STUDY WAS DESIGNED TO DEVELOP METHODOLOGICAL APPROACHES FOR OBTAINING AND ANALYZING CONTINUOUS EXPRESSIVE LANGUAGE SAMPLES USED BY PRE-KINDERGARTEN CHILDREN WHEN THEY COMMUNICATE WITH EACH OTHER. IT ALSO WAS TO CONSIDER MEANS FOR ANALYZING THESE SAMPLES THAT WOULD YIELD CERTAIN QUALITATIVE AND QUANTITATIVE METHODS. FOUR INVESTIGATORS WERE ASSIGNED TO A DIFFERENT HEAD START CLASSROOM TO GENERALLY ENCOURAGE THE CHILDREN TO TALK AND KEPT CONTINUOUS, DETAILED, NARRATIVE DESCRIPTIONS OF FUNCTIONAL LANGUAGE USED BY THE CHILDREN. DURING THE LAST HALF OF THE PROGRAM, CHILDREN'S LANGUAGE RESPONSE TO SPECIFIC STIMULUS SITUATIONS WERE TAPE RECORDED, WITH THE ATTEMPT TO DETERMINE A REPRESENTATIVE RANGE FROM MOST TO LEAST VERBAL CHILDREN. (CO'D)

ED 015 008 PS 000 210
LAMB, HOWARD E. AND OTHERS

THE DEVELOPMENT OF SELF-OTHER RELATIONSHIPS DURING PROJECT HEAD START. DELAWARE UNIV., NEWARK

REPORT NUMBER OEO-511

PUB DATE 65

EDRS PRICE MF-\$0.75 HC-\$7.32 181P.

DESCRIPTORS *INTERPERSONAL RELATIONSHIP, *SELF CONCEPT, *SOCIAL DISADVANTAGEMENT, *STUDENT TEACHER RELATIONSHIP, *TEACHER CHARACTERISTICS, CONTROL GROUPS, DELAWARE, EMOTIONAL DEVELOPMENT, HEAD START, HUMAN RELATIONS, INTERGROUP RELATIONS, MEASUREMENT INSTRUMENTS, PRESCHOOL CHILDREN, PROGRAM EFFECTIVENESS, SELF ESTEEM, SELF EXPRESSION, SELF SOCIAL SYMBOLS TASKS, SOCIAL RELATIONS, STUDENT TESTING.

PROJECT HEAD START WAS CONCEIVED IN PART, TO INCREASE THE ORDINARILY REDUCED NUMBER OF CONNECTIONS BETWEEN THE CHILD AND OTHER PEOPLE. FOUR QUESTIONS WERE ASKED. (1) WOULD THE DEVELOPMENT OF SELF-SOCIAL CONSTRUCTS OF HEAD START CHILDREN DIFFER FROM THE DEVELOPMENT OF CHILDREN IN A CONTROL GROUP. (2) WOULD HEAD START CHILDREN DEVELOP APPROPRIATE SOCIAL TRUST. (3) WOULD THE TEACHERS' COGNITIVE STYLES AFFECT THE DEVELOPMENT OF SELF-SOCIAL CONSTRUCTS. (4) WOULD THE TEACHERS' PERCEPTIONS OF HEAD START CHILDREN AFFECT THE DEVELOPMENT OF SELF-SOCIAL CONSTRUCTS. TWO-THIRDS OF THE STUDENTS, OR 978 CHILDREN IN THE DELAWARE SUMMER 1965 HEAD START PROGRAMS WERE GIVEN A PRE-TEST ON ELEVEN TASKS FROM THE SELF-SOCIAL SYMBOLS TASKS, AND 945 OF THE CHILDREN WERE POST-TESTED, 100 NON-HEAD START CHILDREN OF A COMPARABLE BACKGROUND WERE USED AS A CONTROL GROUP AND TESTED IN THEIR HOMES AT THE SAME TIME AS THE HEAD START STUDENTS. EIGHTY PAIRS OF CHILDREN WERE PRE-TESTED

ON A SHARING TASK MEASURING SOCIAL TRUST, AND 20 PAIRS WERE POST-TESTED. RESULTS OF THE TESTS SHOWED THAT THE HEAD START EXPERIENCE PRODUCED POSITIVE CHANGES IN SELF AND SELF-OTHER RELATIONSHIPS. HEAD START CHILDREN GAINED A PERCEPTION OF SELF AS BEING SIMILAR TO OTHERS AND TENDED TO MAINTAIN SELF AS CENTRAL. CONTROLS SHOWED A SHIFT TOWARD LOWER SELF-ESTEEM AND A LACK OF CHANGE FROM A SELF-DIFFERENT TO A SELF-SAME RESPONSE. (CO'D)

ED 015 009 PS 000 211
JOHNSON, HENRY SIOUX

THE EFFECTS OF MONTESSORI EDUCATIONAL TECHNIQUES ON CULTURALLY DISADVANTAGED HEAD START CHILDREN.

CLAVIS MONTESSORI SCHOOLS, FULLERTON, CALIF.

REPORT NUMBER OEO-631

PUB DATE SEP 65

EDRS PRICE MF-\$0.50 HC-\$3.16 77P.

DESCRIPTORS *CULTURAL FACTORS, *DEVELOPMENTAL PROGRAMS, *PRESCHOOL EDUCATION, *PRESCHOOL EVALUATION, *TEACHING TECHNIQUES, ANGLO AMERICANS, CULTURALLY DISADVANTAGED, DAP, EMOTIONAL DEVELOPMENT, GESELL, HEAD START, HEALTH NEEDS, INTELLECTUAL DEVELOPMENT, LANGUAGE FLUENCY, MATEER, MEXICAN AMERICANS, MONTESSORI, PERCEPTUAL MOTOR LEARNING, POST TESTING, PPVT, PRETESTING, SOCIAL DEVELOPMENT, WIDE RANGE.

TO DETERMINE WHETHER SIGNIFICANT DIFFERENCES EXIST IN SKILL PERFORMANCE AS A RESULT OF HEAD START EXPERIENCE AND TO DETERMINE WHETHER THESE DIFFERENCES EXIST BETWEEN TWO ETHNIC GROUPS, 17 ANGLO-AMERICAN AND 62 MEXICAN-AMERICAN CULTURALLY DISADVANTAGED CHILDREN WERE PRE-TESTED AND POST-TESTED DURING THE SUMMER OF 1965 IN CONNECTION WITH SIX-WEEK HEAD START PROGRAMS IN COSTA MESA AND FULLERTON, CALIFORNIA. FIVE TEACHERS USING MODIFIED MONTESSORI MATERIALS STRESSED THREE DEVELOPMENTAL AREAS, (1) PERCEPTUAL-MOTOR, (2) SOCIAL-EMOTIONAL, AND (3) INTELLECTUAL-ACADEMIC. SEVEN INSTRUMENTS WERE USED TO TEST THE PROGRAM'S EFFECTIVENESS-GESELL MATURATION INDEX, MATEER INVERSION TEST, TESTS OF DOMINANCE, TEACHER RATING SCALE, GOODENOUGH-HARRIS D-A-P, PEABODY PICTURE VOCABULARY TEST, AND WIDE RANGE ACHIEVEMENT TEST. RESULTS SHOWED THAT CERTAIN HANDICAPS DO EXIST AMONG CULTURALLY DISADVANTAGED CHILDREN PRIOR TO SCHOOL EXPERIENCE AND THAT POSITIVE GAINS OCCURRED WHEN ENRICHMENT EXPERIENCES WERE PROVIDED. GREATEST GAINS WERE IN THE AREAS OF INTELLECTUAL-ACADEMIC AND SOCIAL-EMOTIONAL SKILLS. ETHNIC DIFFERENCES APPEARED IN THE LINGUISTIC SKILLS LIMITATIONS OF THE MEXICAN-AMERICAN CHILDREN. NEED FOR MEDICAL AND DENTAL ATTENTION WAS APPARENT IN BOTH GROUPS. FUTURE PROVISION SHOULD BE MADE FOR CONTINUED PRESCHOOL EDUCATION AND WIDER DISSEMINATION OF HEALTH SERVICES. (LG)

ED 015 010 PS 000 219
CORT, H. RUSSELL, JR. AND OTHERS

A STUDY OF THE FULL-YEAR 1966 HEAD START PROGRAMS.

PLANNING RESEARCH CORP., WASHINGTON, D.C.

REPORT NUMBER PRC-R-886

REPORT NUMBER OEO-1308

PUBDATE 31 JUL 67

EDRS PRICE MF-\$1.25 HC-\$10.84 269P.

DESCRIPTORS *ACHIEVEMENT TESTS, *PERFORMANCE TESTS, *PRESCHOOL EVALUATION, *PRESCHOOL LEARNING, *PROGRAM EFFECTIVENESS, BI, DAP, FAMILY CHARACTERISTICS, FAMILY STRUCTURE, HEAD START, PARENT PARTICIPATION, PHYSICAL CHARACTERISTICS, PPVT, PROGRAM EVALUATION, PSI, RACIAL CHARACTERISTICS, SOCIOECONOMIC BACKGROUND, STUDENT CHARACTERISTICS, TEACHER CHARACTERISTICS, VMS.

AS PART OF THE EVALUATION OF EFFECTIVENESS OF FULL-YEAR HEAD START PROGRAMS, CHILDREN FROM A NATIONWIDE SAMPLE OF CENTERS WERE TESTED WITH FIVE INSTRUMENTS (PEABODY PICTURE VOCABULARY TEST, PRE-SCHOOL INVENTORY, VINELAND SOCIAL MATURITY SCALE, DRAW-A-PERSON, AND BEHAVIOR INVENTORY). CENTERS WERE SELECTED TO BE REPRESENTATIVE OF PROGRAMS OF DIFFERENT LENGTHS. POST-TESTS WERE USED TO EXAMINE THE QUESTION OF WHETHER THE LENGTH OF THE PROGRAM AFFECTS THE PERFORMANCE OF THE CHILDREN. THERE WAS NO RELIABLE EVIDENCE OF A SYSTEMATIC RELATIONSHIP BETWEEN LENGTH OF PARTICIPATION IN A PROGRAM AND LEVEL OF PERFORMANCE OR DEVELOPMENT. FACTORS AFFECTING THE INTERPRETATION OF RESULTS ARE DISCUSSED IN THIS REPORT. (DESCRIPTIVE STATISTICS ON THE TEST SCORES, CHARACTERISTICS OF PARENTS, FAMILIES, AND STAFF MEMBERS ARE PRESENTED. INTER-TEST CORRELATIONAL DATA ARE REPORTED.) A SUMMARY OF THIS REPORT IS ALSO AVAILABLE AS A SEPARATE DOCUMENT. (LG)

ED 015 011

PS 000 221

KRIDER, MARY A. PETSCH, MARY

AN EVALUATION OF HEAD START PRESCHOOL ENRICHMENT PROGRAMS AS THEY AFFECT THE INTELLECTUAL ABILITY, THE SOCIAL ADJUSTMENT, AND THE ACHIEVEMENT LEVEL OF FIVE-YEAR-OLD CHILDREN ENROLLED IN LINCOLN, NEBRASKA. NEBRASKA UNIV., LINCOLN

REPORT NUMBER OEO-543

PUBDATE 67

EDRS PRICE MF-\$0.50 HC-\$4.12 101P.

DESCRIPTORS *COMPARATIVE ANALYSIS, *ENRICHMENT PROGRAMS, *PRESCHOOL CHILDREN, *PROGRAM EVALUATION, ACHIEVEMENT, CONTROL GROUPS, CULTURALLY DISADVANTAGED, HEAD START, INTELLIGENCE, LINCOLN, MATCHED GROUPS, MERRILL-PALMER PERSONALITY RATING SCALE, NEBRASKA, POST TESTING, PRETESTING, PSI, SOCIAL ADJUSTMENT, STANFORD BINET.

THREE GROUPS OF DISADVANTAGED CHILDREN WERE ESTABLISHED IN ORDER TO INVESTIGATE THE EFFECT ON ACHIEVEMENT OF PROVIDING SOME CHILDREN WITH A PRESCHOOL PROGRAM AND SOME CHILDREN WITH NO SUCH PROGRAM. AN EXPERIMENTAL GROUP OF HEAD START CHILDREN WERE MATCHED ACCORDING TO SEX, RACE, GENERAL LEVEL OF INTELLIGENCE, AND PARENT'S OCCUPATIONAL LEVEL WITH A

CONTROL GROUP OF NON-HEAD START CHILDREN. THE SUBJECTS INVOLVED WERE APPROXIMATELY FOUR TO FIVE YEARS OLD AND ABOUT 200 IN NUMBER. A THIRD NON-MATCHED GROUP OF 41 CHILDREN CONSISTED OF 24 HEAD START SUBJECTS AND 17 NON-HEAD START SUBJECTS. THE TEST RESULTS SHOWED NO SIGNIFICANT DIFFERENCES BETWEEN THE MATCHED GROUPS ON THE VARIABLES OF INCREASE OF INTELLECTUAL ABILITY AND OF LEVEL OF ACHIEVEMENT. ON THE VARIABLE OF SOCIAL ADJUSTMENT, THE HEAD START MATCHED GROUP DID SIGNIFICANTLY BETTER THAN ITS MATCHED NON-HEAD START COUNTERPART ON THE BASIS OF A T-TEST BUT NOT ON THE BASIS OF AN ANALYSIS OF COVARIANCE. THE NON-MATCHED NON-HEAD START GROUP DID SIGNIFICANTLY BETTER ON INCREASE OF INTELLECTUAL ABILITY AND ON LEVEL OF ACHIEVEMENT THAN THE NON-MATCHED HEAD START GROUP, BUT NO OTHER DIFFERENCES WERE FOUND. ALL GROUPS DEMONSTRATED HIGHLY SIGNIFICANT GAINS ON THE VARIABLES ON THE BASIS OF THE WITHIN-GROUP SCORES. (WD)

ED 015 012

PS 000 229

HOLMES, DOUGLAS HOLMES, MONICA

BYCHOWSKI

AN EVALUATION OF DIFFERENCES AMONG DIFFERENT CLASSES OF HEAD START PARTICIPANTS. FINAL REPORT.

ASSOCIATED Y.M.-Y.W.H.S. OF GREATER NEW YORK, N.Y.

REPORT NUMBER OEO-1271

PUBDATE 31 AUG 66

EDRS PRICE MF-\$0.50 HC-\$4.32 106P.

DESCRIPTORS *CHILD DEVELOPMENT, *COMPARATIVE TESTING, *PARENT ATTITUDES, *PRESCHOOL EDUCATION, *PROGRAM EVALUATION, ACHIEVEMENT, COGNITIVE ABILITY, CULTURALLY DISADVANTAGED, DATA COLLECTION, DEMOGRAPHY, EARLY EXPERIENCE, ENVIRONMENTAL INFLUENCES, EXPERIENCE INVENTORY, GROUP RELATIONS, HEAD START, LOWER CLASS, MIDDLE CLASS, N.Y. PARENTAL ASPIRATION, PARTICIPANT CHARACTERISTICS, PSI, SEQUIN, STANFORD BINET, STATISTICAL ANALYSIS.

THREE HEAD START PROGRAMS WERE ESTABLISHED TO INVESTIGATE THE DIFFERENCES BETWEEN FOUR GROUPS OF CHILDREN IN THE AREAS OF INTELLIGENCE, COGNITION AND ACHIEVEMENT, ENVIRONMENT, AND PARENTAL EXPECTATIONS. THE FOUR GROUPS WERE (1) THE SR GROUP IN WHICH THE CHILDREN'S PARENTS SOUGHT OUT ENTRY FOR THEIR CHILDREN IN THE HEAD START PROGRAM, (2) THE SAP GROUP IN WHICH THE CHILDREN'S ENTRY INTO THE PROGRAM WAS SOUGHT OUT BY THE HEAD START PERSONNEL, (3) THE SANP GROUP WHO WERE LIKEWISE SOUGHT OUT BY PROGRAM PERSONNEL BUT DID NOT PARTICIPATE, AND (4) THE MCGROUP WHO WERE NON-PARTICIPATING MIDDLE CLASS CHILDREN AVERAGING A YEAR YOUNGER IN AGE THAN THE OTHER THREE GROUPS. GROUPS 1 AND 2 PARTICIPATED IN THE HEAD START PROGRAM ONLY. GROUP 1, 2, AND 3 WERE CHILDREN OF LOWER-INCOME FAMILIES. THE HEAD START PROGRAM LASTED SIX MONTHS. TESTING WAS CARRIED ON IN ALL FOUR GROUPS. ONE BATTERY OF TESTS WAS GIVEN ALL CHILDREN NEAR THE TIME

GROUPS 1 AND 2 BEGAN THE PROGRAM. GROUPS 1 AND 2 WERE GIVEN THE BATTERY AGAIN AT THE CONCLUSION OF THE PROGRAM. THE RESULTS SHOWED THAT THE MC GROUP SCORED CONSISTENTLY HIGHEST ON ALL TESTS. THE SR GROUP WAS GENERALLY SECOND HIGHEST. THE ENVIRONMENT OF GROUPS 1 AND 4 APPEARED MORE FAVORABLE TO A STIMULATION OF EFFECTIVE LEARNING THAN THE VERY DEPRIVED ENVIRONMENTS OF GROUPS 2 AND 3. ALSO, THE PARENTS OF GROUP 1 AND 4 CHILDREN APPEARED MORE ENCOURAGING TOWARD AND INTERESTED IN THEIR CHILD'S DEVELOPMENT. (WD)

ED 015 013

PS 000 233

HOROWITZ, FRANCES DEGEN RESENFELD, HOWARD M.

COMPARATIVE STUDIES OF A GROUP OF HEAD START AND A GROUP OF NON-HEAD START PRESCHOOL CHILDREN. FINAL REPORT.

KANSAS UNIV., LAWRENCE, BUR. OF

CHILD RESEARCH

REPORT NUMBER OEO-521

PUBDATE JAN 66

EDRS PRICE MF-\$0.25 HC-\$1.80 43P.

DESCRIPTORS *COMPARATIVE ANALYSIS, *DISCRIMINATION LEARNING, *EVALUATION TECHNIQUES, *PRESCHOOL CHILDREN, *SOCIAL RELATIONS, BEHAVIOR CHANGE, HEAD START, LOWER CLASS, MIDDLE CLASS, PPVT, PSI, SOCIAL EXPERIENCE INVENTORY, SOCIOECONOMIC BACKGROUND, UNIV. OF KANSAS, VERBAL ABILITY.

TWO GROUPS OF CHILDREN ATTENDED THE UNIVERSITY OF KANSAS NURSERY SCHOOL FOR EIGHT WEEKS. THE MORNING CLASS WAS HELD FOR 20 FOUR-YEAR-OLD CHILDREN OF MIDDLE-CLASS FAMILIES. THE AFTERNOON CLASS WAS FOR 24 FIVE-YEAR-OLD CHILDREN OF LOW-INCOME FAMILIES. THREE COMPARATIVE STUDIES WERE MADE. IN STUDY I NO CHANGE WAS FOUND ON THE PEABODY PICTURE VOCABULARY TEST IN THE MIDDLE-CLASS GROUP, WHEREAS AND INCREASE IN SCORES WAS FOUND FOR THE HEAD START GROUP. THE PRESCHOOL INVENTORY SHOWED THE MIDDLE-CLASS PRESCHOOL GROUP TO BE SIGNIFICANTLY HIGHER IN PERFORMANCE, BUT SOME CHANGES DID OCCUR OVER THE SUMMER FOR THE HEAD START GROUP. IN STUDY II NO OVERALL DIFFERENCES WERE FOUND BETWEEN THE GROUPS ON TWO DISCRIMINATION LEARNING TASKS, BUT AN INTERACTION OF GROUP AND SEX WAS INDICATED. IN STUDY III CHILDREN JUDGED TO BE LOW IN SOCIAL RESPONSIVENESS WERE SELECTED FROM THE TWO GROUPS, AND THEIR PERFORMANCE IN A LABORATORY SETTING WAS ASSESSED. THE MAJOR DIFFERENCES BETWEEN THE HEAD START AND MIDDLE-CLASS GROUP IN A BASELINE ASSESSMENT APPEARED TO BE IN VOCALIZATIONS. A FINAL IMPLICATION OF THIS STUDY IS THAT THE PERSISTENT BEHAVIORAL DEFICIENCIES OF THE HEAD START CHILDREN REVEALED IN THE BASELINE SESSIONS APPEAR TO BE REVERSIBLE. (CO'D)

ED 015 014

PS 000 243

JENSEN, JUDITH KOHLBERG, LAWRENCE

REPORT OF A RESEARCH AND DEMONSTRATION PROJECT FOR CULTURALLY DISAD-

VANTAGED CHILDREN IN THE ANCONA MONTESSORI SCHOOL.
REPORT NUMBER ILL-CAP-66-9255
REPORT NUMBER OEO-1284
PUB DATE 66
EDRS PRICE MF-\$0.75 HC-\$6.64 164P.

DESCRIPTORS *CLASSROOM ENVIRONMENT, *CULTURALLY DISADVANTAGED, *PRESCHOOL PROGRAMS, *TEACHING TECHNIQUES, ACHIEVEMENT, ANCONA MONTESSORI SCHOOL, BEHAVIOR, CLASS ACTIVITIES, EARLY CHILDHOOD EDUCATION, FATHERLESS FAMILY, HEAD START, LOW INCOME GROUPS, METHODS RESEARCH, MONTESSORI, PARENT PARTICIPATION.

A PRESCHOOL EXPERIENCE WAS PROVIDED FOR LOWER-INCOME NEGRO CHILDREN, AND THEN THEIR GAINS OR LOSSES IN IQ AND SOCIAL INTEGRATION WERE EVALUATED IN TERMS OF THE TYPE OF THE TEACHING METHOD USED. THIRTY LOWER-INCOME NEGRO CHILDREN AND 17 MIDDLE-INCOME NEGRO AND WHITE CHILDREN WERE SEPARATED INTO THREE GROUPS AND EXPOSED TO THREE TEACHING METHODS. CLASS ONE WAS UNINTEGRATED (ALL LOWER-INCOME NEGRO CHILDREN) AND NON-MONTESSORIAL IN METHODOLOGY. IT WAS THE MOST UNRESTRICTED IN TERMS OF TEACHER CONTROL. CLASS TWO AS INTEGRATED AND NON-MONTESSORIAL, BUT TEACHER CONTROL AND RESTRICTION WAS MORE EVIDENT. CLASS THREE WAS INTEGRATED AND MONTESSORIAL. THE PUPILS HERE WERE THE MOST DISCIPLINED AND CONTROLLED. A THOROUGH STUDY WAS MADE OF THESE CLASSROOM PROCEDURES, TEACHING TECHNIQUES, AND PUPIL ACTIVITIES. THE RESULTS OF THE STANFORD-BINET INTELLIGENCE TESTS SHOWED NO SIGNIFICANT IQ GAIN AMONG THE GROUPS OR WITHIN A GROUP FROM TEST ONE AT THE BEGINNING OF THE EIGHT WEEK SUMMER SESSION TO TEST TWO AT THE END OF THE SESSION, BUT INDIVIDUAL GAINS APPEARED. THESE WERE FOUND TO BE AN INVERSE FUNCTION OF DISTRACTIBILITY. A WINTER PRE-SCHOOL SESSION, WITH NEW PUPILS AND USING ONLY THE MONTESSORI METHOD, RESULTED IN IQ GAINS. THIS WAS ATTRIBUTED TO AN IMPROVED CLASSROOM ATMOSPHERE. IN GENERAL, THE SESSIONS DID INCREASE THE CHILDREN'S READINESS TO BEGIN SCHOOL WORK AND HELPED THEM TO GAIN SOCIAL CONFIDENCE. ENCOURAGING PARENTAL INTEREST AND PARTICIPATION WAS A COLLATERAL ASPECT OF THE PROGRAMS. (WD)

ED 015 015 24 PS 000 256

PAYNE, JOSEPH N.

THE FORMATION OF ADDITION AND SUBTRACTION CONCEPTS BY PUPILS IN GRADES ONE AND TWO. FINAL REPORT. MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER CRP-S-244
REPORT NUMBER BR-S-8031
PUB DATE 1 MAY 67
GRANT OEG-5-10-346

EDRS PRICE MF-\$0.25 HC-\$1.04 24P.

DESCRIPTORS *ACHIEVEMENT, *MATHEMATICAL CONCEPTS, *METHODS RESEARCH, *STUDENT ATTITUDES, *SYMBOLIC LEARNING, ARITHMETIC, CONCEPT FORMATION, GRADE 1, GRADE 2, LONGITUDINAL STUDIES, NUMBER CONCEPTS, STATISTICAL ANALYSIS, SUBTRACTION, YPSILANTI PUBLIC SCHOOLS, TO DETERMINE THE EFFECT OF IN-

STRUCTIONAL APPROACHES FOR SUBTRACTION AND/OR TIME OF SYMBOLIZATION UPON (1) ACHIEVEMENT IN ARITHMETIC, (2) ATTAINMENT OF NUMBER CONCEPTS, (3) ATTITUDES TOWARD ARITHMETIC IN GRADES ONE AND TWO, THIS REPORT ASSESSES FOUR EXPERIMENTAL CLASSES, THERE WERE TWO FIRST GRADE CLASSES OF 20 PUPILS EACH AND TWO SECOND GRADE CLASSES OF 17 PUPILS EACH. THE INSTRUCTIONAL APPROACH USED FOUR TREATMENTS (1) PPW-E (PART-PART-WHOLE WITH EARLY SYMBOLIZATION), (2) PPW-L (LATE SYMBOLIZATION), (3) TA-E (TAKE-AWAY WITH EARLY SYMBOLIZATION), (4) TA-L (LATE SYMBOLIZATION). A CONCEPT ATTAINMENT TEST WAS DESIGNED FOR USE AT THE BEGINNING AND END OF GRADE ONE. OTHER TESTS WERE ALSO ADMINISTERED BEFORE, DURING, AND AFTER GRADES ONE AND TWO. THE TESTS USED WERE THE CONCEPT ATTAINMENT TEST (BEGINNING AND END OF GRADE ONE), THE STANFORD ACHIEVEMENT TEST (END OF GRADE TWO), A SUBTRACTION APPLICATIONS AND TRANSFER TEST (END OF GRADES ONE AND TWO), LORGE-THORNDIKE INTELLIGENCE TEST (BEGINNING OF GRADE ONE), AN ARITHMETIC ATTITUDE SCALE (THREE TIMES IN EACH GRADE), SUBTRACTION FACTS TEST (END OF GRADE TWO), AND A LOGIC TEST (END OF THE STUDY). THERE WERE NINE CONCLUSIONS. (1) GRADES ONE AND TWO CAN LEARN USING PPW. (2) TA WAS MORE EFFECTIVE FOR TEACHING SUBTRACTION SKILLS AFTER GRADE ONE BUT, AFTER GRADE TWO, THE EFFECT OF TA AND PPW EQUALIZED. (3) AFTER GRADE TWO, PPW WAS SUPERIOR IN TEACHING APPLICATIONS OF SUBTRACTION. (4) AFTER GRADE TWO, PPW WAS SUPERIOR IN PROBLEMS REQUIRING TRANSFER. (5) PPW WAS SUPERIOR IN RELATING ADDITION AND SUBTRACTION. PPW FOSTERED PARTITIONING. (6) TA WAS INITIALLY EASIER TO TEACH. (7) HIGHER ACHIEVEMENT FOLLOWED EARLY SYMBOLIZATION. (8) CHANGES IN ATTITUDE WERE NOT PRODUCED BY ANY OF THE FOUR TREATMENTS. (9) NO DIFFERENCES WERE ATTRIBUTABLE TO SEX. FUTURE RESEARCH USING HIGHER GRADES, LARGER NUMBERS OF STUDENTS, AND OTHER MATHEMATICAL TOPICS SHOULD BE DONE. (LG)

ED 015 016 24 PS 000 261

PINNEAU, SAMUEL R. AND OTHERS
BEHAVIOR PATTERNS OF NORMAL CHILDREN.

SAN FERNANDO VALLEY STATE COLL., NORTHRIDGE, CALIF

REPORT NUMBER CRP-S-023

REPORT NUMBER BR-S-8170

PUB DATE 67

CONTRACT OEC-4-10-033

EDRS PRICE MF-\$1.25 HC-\$10.50 268P.

DESCRIPTORS *BEHAVIOR CHANGE, *BEHAVIOR PATTERNS, *ELEMENTARY SCHOOL STUDENTS, *LONGITUDINAL STUDIES, *PRESCHOOL CHILDREN, ACHIEVEMENT RATING, AGE DIFFERENCES, BEHAVIOR RATING SCALES, BEHAVIORAL SCIENCE RESEARCH, BERKELEY, CALIFORNIA BEHAVIOR INVENTORY, CHILD DEVELOPMENT, DATA ANALYSIS, UNIV. CALIF.

DURING THE PERIOD 1930 TO 1938, THE PATTERNS OF BEHAVIOR OF A BASIC SAMPLE OF 138 THREE TO FOUR AND ONE-HALF YEAR-OLD CHILDREN WERE OB-

TAINED BY TEACHER RATINGS. THE TEACHERS USED A RATING CHART OF 61 BEHAVIOR VARIABLES. TEN BEHAVIOR PATTERNS WERE ISOLATED FROM THIS GROUP. EACH PATTERN, FOR EXAMPLE, EMOTIONAL REACTIVITY, WAS COMPOSED OF SEVERAL BEHAVIOR MANIFESTATIONS, FOR EXAMPLE, (1) DISPLAYS TEMPER, (2) CRIES, AND (3) AROUSED BY THWARTING FROM ADULTS. THE SEVERAL BEHAVIOR MANIFESTATIONS HAD THE COMMON FACTOR DESIGNATED BY THE NAME OF THE PATTERN. MOST OF THE TEN PATTERNS WERE FOUND TO BE CONSISTENT IN FORM FOR DIFFERENT SAMPLES OF CHILDREN. THERE WERE NO QUALITATIVE DIFFERENCES IN BEHAVIOR PATTERNS ON THE BASIS OF SEX. COMPARISONS OF A SUBGROUP OF THE BASIS SAMPLE AT TWO TIME PERIODS, ONE 18 MONTHS AFTER THE OTHER, SHOWED SOME QUALITATIVE AND QUANTITATIVE CHANGES IN BEHAVIOR PATTERNS WITH GROWTH OF THE CHILD. SIMILARLY, COMPARISONS OF BEHAVIOR PATTERNS OF THE SAME SAMPLE OF CHILDREN IN FIRST, THIRD, AND FIFTH GRADES INDICATED SOME SHIFTING IN BOTH THE TYPE AND IMPORTANCE OF BEHAVIOR PATTERN DIMENSIONS. THIS STUDY INVESTIGATED BEHAVIOR CHARACTERISTICS OF CHILDREN BY CROSS-SECTIONAL AND LONGITUDINAL APPROACHES. IN GENERAL, THE STUDY FOUND A RELATIVE CONSISTENCY IN THE BEHAVIOR PATTERN FORMS THEMSELVES AND IN THE PATTERNS OF A PARTICULAR CHILD OVER THE TIME PERIOD INVOLVED. (WD)

ED 015 017

PS 000 262

SECORD, PAUL.

A SOCIAL PSYCHOLOGICAL ANALYSIS OF THE TRANSITION FROM HOME TO SCHOOL. FINAL REPORT.

NEVADA UNIV., RENO

REPORT NUMBER OEO-1444

PUB DATE AUG 67

EDRS PRICE MF-\$0.50 HC-\$2.76 67P.

DESCRIPTORS *ACADEMIC PERFORMANCE, *EDUCATIONAL SOCIOLOGY, *ENVIRONMENTAL INFLUENCES, *MENTAL DEVELOPMENT, *SOCIOECONOMIC INFLUENCES, BEHAVIOR PATTERNS, EARLY EXPERIENCE, EDUCATIONAL ENVIRONMENT, GROUPING (INSTRUCTIONAL PURPOSES), LEARNING EXPERIENCE, PSYCHOEDUCATIONAL PROCESSES, RESEARCH NEEDS, SOCIAL PSYCHOLOGY, SOCIAL RELATIONS, STUDENT ADJUSTMENT.

THE TRADITIONAL VIEW THAT A CHILD'S INTELLECTUAL ACHIEVEMENTS DEPEND PRIMARILY UPON GENETIC PREDISPOSITIONS IS NOW BEING SUPERSEDED BY THE IDEA, SUPPORTED BY MANY RECENT STUDIES, THAT THE FACTORS OF ENVIRONMENT AND EXPERIENCE PROFOUNDLY AFFECT PERFORMANCE ON MENTAL TASKS AND SUCCESS IN THE EDUCATIONAL SYSTEM. THE SOCIOECONOMIC LEVEL OF THE PUPIL IS AN IMPORTANT INFLUENCE ON A CHILD'S INTELLECTUAL DEVELOPMENT BECAUSE IT DETERMINES, FOR THE MOST PART, THE ENVIRONMENT AND TYPES OF EXPERIENCES A PUPIL WILL HAVE. TWO TYPES WHICH ARE OF PARTICULAR IMPORTANCE ARE (1) THE QUALITY OF PRESCHOOL EXPERIENCE AND (2) THE QUALITY OF EARLY EXPERIENCE IN THE PRIMARY GRADES. IN OTHER WORDS, THE TYPE OF FAMILY A CHILD IS A PART OF

(ITS ATTITUDES AND AMBITIONS) AND THE TYPE OF SCHOOL HE FIRST ATTENDS MAY SIGNIFICANTLY INFLUENCE HIS LATER LEARNING ACHIEVEMENTS. BOTH THE TYPE OF FAMILY LIFE AND TYPE OF EARLY SCHOOLING A LOWER CLASS CHILD EXPERIENCES CAUSES HIM TO BE BEHIND HIS UPPER CLASS PEERS IN INTELLECTUAL DEVELOPMENT AND TO REMAIN BEHIND THEM. THE MODERN TREND OF SCHOOLS TOWARD ABILITY GROUPING, THAT IS, SEPARATING THE GOOD STUDENTS FROM THE POOR STUDENTS, MAY ALSO CONTRIBUTE TO HALTING OR DISCOURAGING THE MENTAL DEVELOPMENT OF STUDENTS WHO ARE BEHIND THE OTHERS. ABILITY GROUPING MAY ADVERSELY AFFECT TEACHER ATTITUDES TOWARD LOWER-ABILITY GROUPS AND MAY DEPRESS THE MORALE OF SUCH GROUPS. (WD)

ED 015 018 PS 000 267

GRAHAM, JORY
HANDBOOK FOR PROJECT HEAD START.
CHICAGO UNIV., URBAN CHILD CENTER.
B'NAI BRITH, NEW YORK, N.Y., ANTI-DEFAMATION LEAGUE

EDRS PRICE MF-00.25 HC-\$1.00 23P.
DESCRIPTORS *COMPENSATORY EDUCATION, *DISADVANTAGED YOUTH, *ENRICHMENT ACTIVITIES, CREATIVE DEVELOPMENT, EARLY EXPERIENCE, GUIDELINES, HEAD START, PERCEPTUAL DEVELOPMENT, SCIENCE ACTIVITIES, SELF CONCEPT, TEACHING MODELS, TEACHING TECHNIQUES, VERBAL DEVELOPMENT.

THIS BOOKLET WAS DESIGNED TO MEET SOME IMMEDIATE NEEDS FOR THE FIRST SUMMER SESSION OF PROJECT HEAD START. IT CONTAINS SOME OF THE MOST WORKABLE AND PROMISING TEACHING METHODS IN THE ENTIRE FIELD OF COMPENSATORY EDUCATIONS, METHODS THAT HAVE BEEN USED IN PRIVATELY SPONSORED CENTERS AND HAVE PROVED VALUABLE IN COPING WITH PROBLEMS ENCOUNTERED IN THOSE CENTERS. (1) EACH CHILD SHOULD BE SPOKEN WITH EVERY DAY, IN ORDER TO OVERCOME HIS SILENCE. (2) HELPING CHILDREN BECOME SKILLFUL AT OBSERVATION BY CLASSIFYING OBJECTS AND READING PICTURES WILL ALSO INCREASE THEIR CURIOSITY. (3) DEMONSTRATIONS SUCH AS ZIPPING A ZIPPER ARE EFFECTIVE IN TEACHING PRACTICAL SKILLS. (4) THERE ARE MANY WAYS TO BUILD SELF IMAGE OR SELF RESPECT IN CHILDREN. ONE WAY IS TO LEARN RESPECT FOR OTHERS BY GIVING EACH CHILD SOME PERSONAL POSSESSION. (5) CHILDREN ALSO NEED TO USE PHYSICAL AND EMOTIONAL ACTIVITIES SUCH AS RUNNING AND PAINTING EXPRESS THEIR FEELINGS. (6) FOR CHILDREN TO DEVELOP CURIOSITY THROUGH SCIENCE THEY CAN HAVE PETS AND PLANTS IN THE CLASSROOM. MANY CONCRETE SUGGESTIONS FOR WORKING WITH BOTH INDIVIDUAL CHILDREN AND GROUPS OF CHILDREN ARE GIVEN. THIS DOCUMENT IS AVAILABLE FROM THE ANTI-DEFAMATION LEAGUE OF B'NAI BRITH, 315 LEXINGTON AVE., N.Y., N.Y., 10016, FOR \$0.50. (COD)

ED 015 019 PS 000 268

VON BARAVALLE, HERMANN
THE INTERNATIONAL WALDORF SCHOOL MOVEMENT.

PUB DATE 63
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMPARATIVE EDUCATION, *DEMOCRATIC VALUES, *EDUCATIONAL THEORIES, *HISTORICAL REVIEWS, *UNIFIED STUDIES PROGRAMS, EDUCATION, EDUCATIONAL INNOVATION, ELEMENTARY EDUCATION, LEARNING MOTIVATION, PRIVATE SCHOOLS, RUDOLF STEINER, SCHOOL ACTIVITIES, SOCIAL VALUES, STUTTGART, TEACHING METHODS, WALDORF ASTORIA CO, WALDORF SCHOOLS.

AN HISTORICAL REVIEW OF THE WALDORF SCHOOL PLAN TRACES THE MOVEMENT FROM ITS FOUNDING IN STUTTGART, GERMANY IN 1919, BY THE WALDORF ASTORIA COMPANY AND UNDER THE DIRECTION OF RUDOLF STEINER, TO ITS INTRODUCTION INTO SWITZERLAND, OTHER EUROPEAN COUNTRIES, THE AMERICAS, AUSTRALIA, NEW ZEALAND, AND SOUTH AFRICA, A TOTAL OF 175 SCHOOLS AS OF 1963. THE MOVEMENT SEEKS NEW WAYS OF SOCIAL CONSOLIDATION THROUGH EDUCATING THE YOUNG ACCORDING TO SPECIFIC METHODS AND DEMOCRATIC PRINCIPLES. A CLASS TEACHER FOLLOWS ONE GROUP FROM FIRST THROUGH EIGHTH GRADES, TEACHING ALL SUBJECTS. EACH SCHOOL DAY BALANCES INTELLECTUAL ACTIVITIES WITH MOTOR ACTIVITIES, BEGINNING WITH ONE MAJOR SUBJECT AND ENDING WITH RECREATION. SUBJECTS ARE CHANGED EVERY TWO OR THREE WEEKS, ALLOWING CONCENTRATED STUDY ON SINGLE SUBJECTS. LOVE OF LEARNING IS THE MOTIVATION PREFERRED TO COERCION OR COMPETITION. METHODS OF INSTRUCTION INCLUDE WRITING BEFORE READING, TEACHING MATHEMATICS WITH RHYTHMIC MOVEMENT, RELATING ACADEMIC WITH ARTISTIC WORK, SYMPTOMATOLOGICAL AND PHENOMENOLOGICAL APPROACH, AND RELATING BASIC LIFE FUNCTIONS TO FARM EXPERIENCE. CHILDREN'S TEMPERAMENTS ARE CONSIDERED IN DEVELOPING THEIR POTENTIAL. THE EUROPEAN SCHOOLS ARE FINANCED PARTIALLY WITH GOVERNMENT FUNDS. AMERICAN SCHOOLS OPERATE BY TUITION AND DONATION. ADDITIONAL FUNDING IS NEEDED TO REMAIN ACCESSIBLE TO THE GENERAL PUBLIC. THIS DOCUMENT IS AVAILABLE FROM WALDORF SCHOOL MONOGRAPHS, 25 PERSHING ROAD, ENGLEWOOD, N.J. (LG)

ED 015 020 PS 000 271

ENGELMANN, SIEGFRIED
TEACHING READING TO CHILDREN WITH LOW MA'S.
ILLINOIS UNIV., URBANA, INST.RES.EXC-EPT.CHILDREN

EDRS PRICE MF-00.25 HC-\$0.88 20P.
DESCRIPTORS *LOW ACHIEVERS, *PRESCHOOL CHILDREN, *READING INSTRUCTION, *READING PROGRAMS, *TEACHING PROCEDURES, BEGINNING READING, BEREITER ENGELMANN PRESCHOOL, INSTRUCTIONAL IMPROVEMENT, LEARNING DIFFICULTIES, LOW ACHIEVEMENT FACTORS, MENTAL DEVELOPMENT, PREREADING EXPERIENCE, READING SKILLS, SKILL DEVELOPMENT, SLOW LEARNERS, UNIVERSITY OF ILLINOIS.

ONE OF THE PROBLEMS OF TEACHING READING TO CHILDREN WITH LOW MENTAL AGES, FOR EXAMPLE, OF FOUR TO FIVE, IS THAT MOST READING PROGRAMS ARE GEARED TO THE CHILDREN WITH A

MENTAL AGE OF ABOUT SIX AND ONE-HALF. A CHILD WITH THIS HIGHER MENTAL DEVELOPMENT WILL OFTEN HAVE MANY OF THE BASIC READING SKILLS ALREADY ACCOMPLISHED, OR HE CAN LEARN THEM QUICKLY AND WITHOUT THE BENEFIT OF THE MOST EFFICIENT INSTRUCTION. A CHILD WITH A LOW MENTAL-AGE MIGHT STRUGGLE TO LEARN TO READ UNDER SUCH A PROGRAM FOR AN INORDINATE AMOUNT OF TIME. RETARDED, HANDICAPPED, AND DEPRIVED CHILDREN MUST GENERALLY BE INSTRUCTED IN THE MOST BASIC READING SKILLS. THEY MUST BE SHOWN THAT EACH LETTER REPRESENTS A SOUND. THEY MUST THEN BE TAUGHT THAT THESE SOUNDS ARE SEQUENCED IN A WORD IN TIME. THAT IS, THEY MUST LEARN HOW TO BLEND. RHYMING AND ALLITERATION TASKS ARE USEFUL IN TEACHING BLENDING SKILLS. IN DEVELOPING THIS SOUND-SEQUENCE SKILL, CONTINUOUS-SOUND WORDS LIKE "FAN" AND "RAN" SHOULD BE INTRODUCED BEFORE STOP-SOUND WORDS LIKE "CAT" AND "RAT." WORDS WHOSE PRONUNCIATION DOES NOT FIT THE FUNDAMENTAL SOUND-SEQUENCE APPROACH, FOR EXAMPLE, "HAVE," IN WHICH THE "E" IS NOT PRONOUNCED, AND "SHE," WHICH CONTAINS A DOUBLE LETTER SOUND, ARE CALLED IRREGULAR WORDS AND ARE TO BE INTRODUCED LAST. INSTRUCTION SHOULD BE UNIFORM FOR ALL PUPILS. (WO)

ED 015 021 PS 000 272

OSBORN, JEAN
TEACHING A TEACHING LANGUAGE TO DISADVANTAGED CHILDREN.
ILLINOIS UNIV., URBANA, INST.RES.EXC-EPT.CHILDREN

EDRS PRICE MF-00.25 HC-\$1.00 23P.
DESCRIPTORS *DISADVANTAGED YOUTH, *LANGUAGE INSTRUCTION, *LANGUAGE PATTERNS, *LANGUAGE PROGRAMS, *TEACHING TECHNIQUES, BASIC CONCEPT INVENTORY TEST, BASIC VOCABULARY, BEREITER ENGELMANN PRESCHOOL, COMMUNICATION PROBLEMS, COMMUNICATION SKILLS, ILLINOIS, ITPA, LANGUAGE HANDICAPS, LOWER CLASS, PATTERN DRILLS (LANGUAGE), PRESCHOOL PROGRAMS, STANFORD BINET, STUDENT TEACHER RELATIONS-HIP.

THE GOAL OF THE BEREITER-ENGELMANN PRESCHOOL PROGRAM IS TO GET DISADVANTAGED CHILDREN READY FOR THE LEARNING TASKS OF PUBLIC SCHOOL BY TEACHING A TEACHING LANGUAGE. THIS IS DONE BY MEANS OF A HIGHLY ORGANIZED AND STRUCTURED DIRECT LANGUAGE INSTRUCTION DESIGNED TO TEACH THAT A SENTENCE IS A SEQUENCE OF MEANINGFUL PARTS. THE CHILDREN BEGIN WITH LEARNING THE BASIC POINTING-OUT, OR IDENTIFYING, STATEMENT. WHEN THE CHILDREN ARE ABLE TO MAKE A REASONABLE RE-NDITION OF THE IDENTIFYING STATEMENT, THEY ARE TAUGHT THE NEGATIVE STATEMENT. CATEGORIZATIONS, SUCH AS FARM ANIMALS AND WILD ANIMALS, ARE THEN INTRODUCED. THE CHILDREN LEARN THE VARIOUS AND PRECISE USES OF "AND," "OR," "ONLY," AND "SOME." THEY ARE NEXT GIVEN A SERIES OF TASKS THAT DEAL WITH VERB TENSES, VERB EXPANSIONS, AND PERSONAL PRONOUNS. WHEN THE CHILDREN HAVE BEEN DIRECTED THROUGH THIS COURSE

IN BASIC LOGICAL USAGE, THEIR LANGUAGE ABILITY THEN PERMITS SOME PROBLEM SOLVING. RESULTS OF THE STANFORD-BINET AT THE END OF TWO YEARS OF INSTRUCTION INDICATE THAT THE CHILDREN'S IQ'S HAVE RISEN AND ALSO THAT THEY HAVE BEEN ABLE TO USE THE LANGUAGE OF INSTRUCTION TO ACQUIRE READING AND ARITHMETIC SKILLS. (CO'D)

ED 015 022 PS 000 274

BRUNER, ELAINE C.
THE DIRECT INSTRUCTION PROGRAM FOR TEACHING READING.
PUB DATE AUG 67
EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *BEGINNING READING, *PRESCHOOL CHILDREN, *SKILL DEVELOPMENT, *SLOW LEARNERS, *TEACHING PROCEDURES, BERETER ENGELMANN PRESCHOOL, CULTURALLY DISADVANTAGED, ILLINOIS, INSTRUCTIONAL DESIGN, LANGUAGE HANDICAPPED, ORAL EXPRESSION, PRESCHOOL LEARNING, READING DIFFICULTY, READING PROGRAMS, READING SKILLS.

UNTIL SUBSTANTIAL MASTERY HAS BEEN ACHIEVED BY THE SLOWER READERS, THE SUB-SKILLS TO LEARNING THE MECHANICS OF READING SHOULD BE MADE THE OBJECTIVES OF INSTRUCTION. FOCUSING ON WORDS, BLENDING, AND HANDLING IRREGULARS ARE THREE OF THE SUB-SKILLS NEEDED. TO TEACH THE CHILD TO FOCUS ON WORDS, THE TEACHER INTRODUCES VERBAL RHYMING AND ALLITERATION TASKS. THE FIVE MAJOR BLENDING STAGES ARE (1) (ORAL) THE CHILD BLENDS TOGETHER TWO PARTS OF A FAMILIAR WORD, (2) (ORAL-VISUAL) THE CHILD BLENDS THE LETTERS IN WRITTEN WORDS BEFORE HE CAN IDENTIFY ALL THE LETTERS IN THESE WORDS, (3) (VISUAL) THE CHILD IDENTIFIES AND BLENDS ALL THE LETTERS IN WRITTEN WORDS, (4) (ORAL) THE CHILD UNBLENDS (SPELLS) A WORD INTO ITS SEPARATE LETTERS, (5) (VISUAL) THE CHILD LEARNS THE WRITTEN EXTENSION OF ORAL SPELLING. THE FINAL STEP IN THE BEGINNING READING PROGRAM IS THE INTRODUCTION OF IRREGULARLY SPELLED WORDS. THE PROGRAM HAS HAD GOOD RESULTS (ONE GROUP OF CULTURALLY DEPRIVED FOUR YEAR OLDS TESTED AT THE 2.6 GRADE LEVEL IN READING AFTER ABOUT 100 HOURS OF INSTRUCTION). THIS PAPER WAS PRESENTED AT AND PUBLISHED BY THE FOURTH INTERNATIONAL I.T.A. CONFERENCE, MCGILL UNIVERSITY, MONTREAL, CANADA, AUGUST, 1967. (CDD)

ED 015 023 PS 000 275

DEUTSCH, MARTIN AND OTHERS
MEMORANDUM ON-FACILITIES FOR EARLY CHILDHOOD EDUCATION.
EDUCATIONAL FACILITIES LABS. INC., NEW YORK, N.Y.

EDRS PRICE MF-\$0.25 HC-\$1.68 40P.

DESCRIPTORS *DISADVANTAGED YOUTH, *EARLY CHILDHOOD EDUCATION, *EDUCATIONAL FACILITIES, *EDUCATIONAL SPECIFICATIONS, CLASSROOM ARRANGEMENT, CLASSROOM ENVIRONMENT, COLORADO, EDUCATIONAL EQUIPMENT, EDUCATIONAL NEEDS, ENVIRONMENTAL INFLUENCES, GREELEY, GUIDELINES, HARLEM P.S. 175, INTELLECTUAL DEVELOPMENT, NURSERY SCHOOLS, PERCEPTUAL DEVELOPMENT, SELF CONCEPT, SPACE UTILIZATION, BECAUSE LEARNING ENVIRONMENT

HAS SIGNIFICANCE FOR THE DISADVANTAGED CHILD, INSTRUCTIONAL SPACE SHOULD BE PROVIDED THAT WILL FACILITATE INTELLECTUAL DEVELOPMENT. GUIDELINES ARE GIVEN FOR GENERAL AREA, BLOCK ALCOVE, MANIPULATIVE TOY AREA, READING AND LISTENING AREA, DOLL AND HOUSEKEEPING AREA, ART AREA, TUTORING BOOTH, CUBICLES, TOILETS, STORAGE, OUTDOOR PLAY AREA, AND OBSERVATION SPACE. THE SQUARE FOOTAGE, CONTENTS, PURPOSES, AND ADAPTABILITY OF THESE ELEMENTS ARE GIVEN IN DETAIL. THE AIM IS TO ACHIEVE AN ENVIRONMENT THAT FOSTERS THE EDUCATIONAL OBJECTIVES OF THE PROGRAM CONTAINED WITHIN THE SPACE. THREE EXAMPLES OF EXISTING FACILITIES ARE DESCRIBED TO ILLUSTRATE THE GUIDELINES' APPLICATION TO RENOVATING A HOUSE, REMODELING A PUBLIC SCHOOL CLASSROOM, AND DESIGNING A NEW EARLY CHILDHOOD EDUCATION CENTER. (FLOOR PLANS AND BIBLIOGRAPHY ARE INCLUDED.) (LG)

ED 015 024 PS 000 280

SHINN, BYRON M., JR.
A BIBLIOGRAPHY (WITH SELECTED ANNOTATIONS) ON NONGRADED ELEMENTARY SCHOOLS.
ILLINOIS UNIV., URBANA, BUR. OF EDUC. RESEARCH
PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$0.92 21P.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *NONGRADED SYSTEM, *UNGRADED ELEMENTARY PROGRAMS, BOOKLISTS, RESEARCH REVIEWS (PUBLICATIONS).

THIS DOCUMENT IS A BIBLIOGRAPHY OF BOOKS AND ARTICLES ON THE SUBJECT OF NONGRADED ELEMENTARY SCHOOL SYSTEMS. THE BASIC BIBLIOGRAPHY IS TAKEN FROM A BIBLIOGRAPHICAL WORK BY VOGEL AND WEINGARTEN DONE AT NORTHWESTERN UNIVERSITY. THE PRESENT BIBLIOGRAPHY IS DIVIDED INTO THREE PARTS, (1) RESEARCH STUDIES EVALUATING THE RESULTS OF NONGRADED ELEMENTARY SCHOOLS, (2) ANNOTATED ARTICLES DESCRIBING VARIOUS FACETS OF NONGRADED ELEMENTARY SCHOOLS, AND (3) BOOKS AND ADDITIONAL ARTICLES DESCRIBING NONGRADED ORGANIZATION. SECTIONS (1) AND (2) INCLUDE A BRIEF DESCRIPTIVE PARAGRAPH OR TWO OF THE NATURE OR FINDINGS OF THE DOCUMENT LISTED, WHILE SECTION (3) IS MERELY A LISTING OF BOOKS AND ARTICLES WITH THEIR USUAL BIBLIOGRAPHICAL INFORMATION. (WD)

ED 015 025 PS 000 281

WOLFF, MAX STEIN, ANNIE
SIX MONTHS LATER-A COMPARISON OF CHILDREN WHO HAD HEAD START, SUMMER, 1965, WITH THEIR CLASSMATES IN KINDERGARTEN, A CASE STUDY OF THE KINDERGARTENS IN FOUR PUBLIC ELEMENTARY SCHOOLS, NEW YORK CITY. STUDY I.

YESHIVA UNIV., NEW YORK, N.Y., FER-

KAUFGRAD, SCH.

REPORT NUMBER OEO-141-61-STUD-1

PUB DATE 18 AUG 66

EDRS PRICE MF-\$0.50 HC-\$4.00 98P.

DESCRIPTORS *ENRICHMENT EXPERIENCE, *FOLLOWUP STUDIES, *INTELLECTUAL DEVELOPMENT, *KINDERGARTEN CHILDREN, *SOCIAL DEVELOPMENT, ACHIEVEMENT RATING, BEHAVIOR DE-

VELOPMENT, EARLY CHILDHOOD EDUCATION, HEAD START, LEARNING READINESS, LONGITUDINAL STUDIES, MINORITY GROUP CHILDREN, NEGRO EDUCATION, NEW YORK CITY, PSI, PUERTO RICANS, STUDENT ADJUSTMENT.

KINDERGARTENS IN FOUR PUBLIC ELEMENTARY SCHOOLS (ONE NEGRO, TWO PUERTO RICAN, AND ONE MIXED) IN NEW YORK CITY WERE STUDIED TO DETERMINE WHETHER A POSITIVE DEVELOPMENTAL EFFECT HAD RESULTED FROM A SUMMER HEAD START PROGRAM. THE PERFORMANCE OF 179 FORMER HEAD START CHILDREN WAS MEASURED AGAINST 388 OF THEIR NON-HEAD START CLASSMATES. SEVEN INSTRUMENTS, INCLUDING SIX DEVELOPED FOR THIS STUDY (RANKING ARRAY, COOPERATIVE RATING SCHEDULES, CALDWELL PRESCHOOL INVENTORY, TEACHER INTERVIEWS, CLASS OBSERVATIONS, PARENT INTERVIEWS, AND CHILD INTERVIEWS), MEASURED THE EFFECT OF HEAD START ON READINESS TO ENTER FIRST GRADE, ON OVERALL READINESS, ON SOCIAL ADJUSTMENT TO KINDERGARTEN ROUTINES, AND ON EDUCATIONAL ACHIEVEMENT. IMPACT OF THE KINDERGARTEN TEACHER WAS STUDIED, AS WAS THE IMPACT OF HEAD START ON THE KINDERGARTEN CLASS AND ON THE HOME. TEACHER AND PARENT RECOMMENDATIONS FOR HEAD START IMPROVEMENT WERE RECORDED. RESULTS INDICATED THAT ALTHOUGH NO EDUCATIONAL GAINS HAD BEEN MADE, HEAD START CHILDREN SHOW GREATER LEARNING READINESS AND EAGERNESS TO LEARN THAN NON-HEAD START CHILDREN SIX MONTHS LATER. (SEE ALSO PS 000 282, PS 000 293, PS 000 284, PS 000 285, AND PS 000 286.) (LG)

ED 015 026 PS 000 282

WOLFF, MAX STEIN, ANNIE
FACTORS INFLUENCING THE RECRUITMENT OF CHILDREN INTO THE HEAD START PROGRAM, SUMMER 1965-A CASE STUDY OF SIX CENTERS IN NEW YORK CITY. STUDY II. YESHIVA UNIV., NEW YORK, N.Y., GRAD. SCH. OF EDUC.

REPORT NUMBER OEO-141-61-STUD-2

PUB DATE 18 AUG 66

EDRS PRICE MF-\$0.25 HC-\$1.32 31P.

DESCRIPTORS *EDUCATIONAL INTEREST, *ENRICHMENT PROGRAMS, *ENROLLMENT INFLUENCES, *INTERVIEWS, *LOW INCOME GROUPS, *RECRUITMENT, EARLY CHILDHOOD EDUCATION, FAMILY ENVIRONMENT, FAMILY STRUCTURE, HEAD START, METHODS, NEGRO STUDENTS, NEW YORK CITY, PROGRAM EFFECTIVENESS, PUERTO RICANS.

TO RESOLVE THE QUESTION OF WHY SOME PARENTS SENT ELIGIBLE CHILDREN TO HEAD START AND SOME DID NOT, A STUDY WAS MADE OF SIX HEAD START CENTERS IN NEW YORK CITY. THE STUDY SAMPLE WAS COMPOSED OF THE THREE CENTERS HAVING THE BEST RECRUITMENT RECORD AND THE THREE HAVING THE POOREST. EACH GROUP HAD ONE NEGRO, ONE PUERTO RICAN, AND ONE MIXED SCHOOL. MATCHED SETS OF 150 HEAD START AND 150 NON-HEAD START CHILDREN FROM THESE SCHOOLS WERE CHOSEN. THEIR PARENTS WERE INTERVIEWED BY INTERVIEWERS OF THE MATCHING ETHNIC GROUP. FINDINGS WERE THAT SOME ELIGIBLE FAMILIES HAD THE MEANS TO PROVIDE OTHER SUMMER PROGRAMS AS ALTERNATES AND SO DID NOT ENROLL THEIR CHILDREN. SOME LOW INCOME PARENTS HELD HIGH EDUCATIONAL ASPIRATIONS

FOR THEIR CHILDREN AND ENROLLED THEM TO HELP REALIZE THEIR GOALS. INTERVIEWS BY INDIGENOUS PERSONNEL WERE FOUND TO BE MOST EFFECTIVE IN RECRUITING. ETHNIC BACKGROUND AFFECTED PARENTAL REASONS FOR ENROLLMENT. FOR INSTANCE, PUERTO RICAN MOTHERS WANTED THEIR CHILDREN TO BE EXPOSED TO SITUATIONS OUTSIDE THEIR OWN CULTURAL EXPERIENCE. THE MOST COMMON REASON FOR ENROLLMENT WAS THAT HEAD START WOULD HELP CHILDREN ADJUST SOCIALLY TO SCHOOL. SOME PARENTS GAVE EDUCATION, RECREATION, AND CHILD CARE AS REASONS FOR ENROLLMENT. THE MOST COMMON REASON FOR NOT ENROLLING CHILDREN WAS THE LACK OF ENROLLMENT INFORMATION. INTERVIEWS REVEALED ENTHUSIASM FOR HEAD START AND A NEED FOR MORE EFFECTIVE RECRUITMENT. (SEE ALSO PS 000 281, PS 000 283, PS 000 284, PS 000 285, PS 000 286.) (LG)

ED 015 027 **PS 000 283**
WOLFF, MAX STEIN, ANNIE
LONG-RANGE EFFECT OF PRE-SCHOOLING ON READING ACHIEVEMENT. STUDY III. YESHIVA UNIV., NEW YORK, N.Y., GRAD. SCH. OF EDUC.

REPORT NUMBER OEO-141-61-STUD-3
PUB DATE 18 AUG 66

EDRS PRICE MF-\$0.25 HC-\$0.76 17P.

DESCRIPTORS *LONGITUDINAL STUDIES, *PERFORMANCE FACTORS, *PRESCHOOL EDUCATION, *READING ACHIEVEMENT, DAY CARE PROGRAMS, EARLY CHILDHOOD FAMILY MOBI RECORDS, HEAD START, MET. ACHIEV. READING TEST I, NEW YORK CITY.

SIX NEW YORK CITY DAY CARE CENTERS WITH PROGRAMS SIMILAR TO HEAD START WERE SELECTED AS STUDY SAMPLES TO DETERMINE WHETHER THERE IS A MEASURABLE LONG-RANGE EFFECT OF PRE-SCHOOLING UPON READING ACHIEVEMENT. EACH CENTER WAS CONSIDERED TO HAVE A GOOD PROGRAM, HAD BEEN OPERATING FOR AT LEAST SIX YEARS, AND HAD RACIALLY MIXED POPULATIONS. DAY CARE CENTER RECORDS WERE USED TO TRACE CHILDREN ORIGINALLY IN THE CENTERS TO PUBLIC ELEMENTARY SCHOOLS WHERE THEY WOULD BE IN THIRD, FOURTH, AND FIFTH GRADES. GRADE-EQUIVALENT SCORES FROM METROPOLITAN ACHIEVEMENT TEST I WERE RECORDED FOR ALL TESTED CHILDREN, INCLUDING DAY CARE CENTER GRADUATES. UNCONTROLLED INFLUENCES AND ERROR INTRODUCED BY THE METHOD USED CREATED DIFFICULTIES IN ISOLATING AND MEASURING THE INFLUENCE OF PRE-SCHOOLING. A GREATER NUMBER OF DAY CARE CENTER GRADUATES SCORED AT OR ABOVE GRADE LEVEL THAN THEIR CLASSMATES. ALTHOUGH THIS NUMBER DECLINES AS GRADE LEVEL RISES, THE EVIDENCE IS INSUFFICIENT TO SUPPORT THE HYPOTHESIS THAT DAY CARE CENTERS WERE THE ONLY OR EVEN THE MAJOR FACTOR IN ACADEMIC SUCCESS, BUT IT IS SUFFICIENT TO WARRANT FURTHER STUDY. (SEE ALSO PS 000 281, PS 000 282, PS 000 284, PS 000 285, PS 000 286.) (LG)

ED 015 028 **PS 000 284**
WOLFF, MAX
APPENDIX, STUDIES I, II AND III. ORIGINAL INSTRUMENTS USED AND BIBLIOGRAPHY. REPORT NUMBER OEO-141-61-1A
EDRS PRICE MF-\$0.25 HC-\$1.00 23P.

DESCRIPTORS *KINDERGARTEN CHILDREN, *MEASUREMENT INSTRUMENTS, *PARENTS, *QUESTIONNAIRES, HEAD START, QUESTION ANSWER INTERVIEWS, READINESS (MENTAL), TEACHER EVALUATION.

SEVEN INSTRUMENTS WERE USED TO TEST HEAD START CHILDREN'S PROGRESS IN KINDERGARTENS IN NEW YORK CITY IN 1965. ONE OF THESE INSTRUMENTS WAS THE CALDWELL PRE-SCHOOL INVENTORY. THE REMAINING SIX, DEVELOPED SPECIFICALLY FOR THIS STUDY, APPEAR IN THIS APPENDIX. (THE THREE-PART STUDY CAN BE FOUND UNDER THE FOLLOWING TITLES (PS 000 281) SIX MONTHS LATER. STUDY I, A COMPARISON OF CHILDREN WHO HAD HEAD START, SUMMER, 1965, WITH THEIR CLASSMATES IN KINDERGARTEN, A CASE STUDY OF THE KINDERGARTENS IN FOUR PUBLIC ELEMENTARY SCHOOLS, NEW YORK CITY. (PS 000 282) SIX MONTHS LATER. STUDY II, FACTORS INFLUENCING THE RECRUITMENT OF CHILDREN INTO THE HEAD START PROGRAM, SUMMER 1965, A CASE STUDY OF SIX CENTERS IN NEW YORK CITY. (PS 000 283) SIX MONTHS LATER. STUDY III, LONG-RANGE EFFECT OF PRE-SCHOOLING ON READING ACHIEVEMENT.) (LIST OF REFERENCES INCLUDED) (LG)

ED 015 029 **PS 000 285**
BRONFENBRENNER, URIE
MEMO-COMMENTS ON THE WOLFF AND STEIN STUDY.

PUB DATE JAN 67

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *EARLY CHILDHOOD EDUCATION, *EVALUATION, *FOLLOWUP STUDIES, *RESEARCH METHODOLOGY, ACHIEVEMENT RATING, COMPARATIVE TESTING, DATA ANALYSIS, HEAD START, KINDERGARTEN CHILDREN, LEARNING READINESS, MINORITY GROUP CHILDREN, NEW YORK CITY.

THE VALIDITY OF THE WOLFF AND STEIN CONCLUSIONS (SIX MONTHS LATER. STUDY I, PS 000 281) IS CHALLENGED ON THE BASIS OF ONE MAJOR AND FOUR MINOR METHODOLOGICAL DEFICIENCIES. THE STUDY'S MAJOR CONCLUSION WAS THAT FORMER HEAD START CHILDREN HAVE GREATER LEARNING READINESS THAN THEIR CLASSMATES HAVE SIX MONTHS LATER BUT THAT NO EDUCATIONAL GAINS HAD BEEN MADE. THE MAJOR CRITICISM IS THAT, ALTHOUGH ECONOMIC AND SOCIAL ADVANTAGES GREATLY FAVORED NON-HEAD START CHILDREN, WOLFF AND STEIN CONSIDERED THE ADVANTAGE TO BE "SLIGHT." THE ALTERNATIVE TO WOLFF'S CONCLUSION IS THAT CHILDREN FROM DEPRIVED HOMES ARE ABLE TO HOLD THEIR OWN WITH CLASSMATES FROM BETTER ADVANTAGED FAMILIES AS A RESULT OF HEAD START ENRICHMENT. (LG)

ED 015 030 **PS 000 286**
GORDON, EDMUND W.
REMARKS ON THE MAX WOLFF REPORT.

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *FOLLOWUP STUDIES, *KINDERGARTEN CHILDREN, *PROGRAM EVALUATION, *RESEARCH METHODOLOGY, *TEACHER EVALUATION, ACHIEVEMENT, CURRICULUM EVALUATION, ENRICHMENT PROGRAMS, HEAD START, NEW YORK CITY, PARENT REACTION, STUDENT EVALUATION.

STRENGTHS AND WEAKNESSES OF THE WOLFE REPORT (SIX MONTHS LATER.

STUDY I, PS 000 281) ARE NOTED. WEAKNESSES ARE JUDGED TO BE THAT WOLFF DID NOT CONTROL VARIATIONS IN TEACHER EFFECTIVENESS, CURRICULUM, OR STUDENT CHARACTERISTICS. STRENGTHS ARE (1) PARENT INTERVIEWS, (2) ASSESSMENT OF HEAD START-KINDERGARTEN TRANSITION, (3) RECOGNITION OF THREE FACTORS AS INTER-RELATED (A) PERCENTAGE OF HEAD START CHILDREN IN CLASS, (B) THE KINDERGARTEN TEACHER'S KNOWLEDGE OF HEAD START ATTENDANCE AND (C) TEACHER ATTITUDES TOWARD VARIOUS LEARNING STYLES, AND (4) THE POSITION THAT GAINS CAN EVEN OUT IF PRIMARY SCHOOL EXPERIENCE FAILS TO DEVELOP THEM. (SEE ALSO PS 000 281.) (LG)

ED 015 031 **RC 000 154**
MOORE, HAROLD E. SCHUFLETOWSKI, CHARLES
SOUTHWESTERN STATES DEVELOPMENTAL PROJECT RELATING TO EDUCATIONAL NEEDS OF ADULT AGRICULTURAL MIGRANTS. THE ARIZONA REPORT. ARIZONA STATE UNIV., TEMPE, COLL. OF EDUCATION
REPORT NUMBER CRP-K-005-1
PUB DATE JAN 65
EDRS PRICE MF-\$0.50 HC-\$4.24 104P.

DESCRIPTORS *EDUCATIONAL DISADVANTAGEMENT, *EDUCATIONAL NEEDS, *EMPLOYMENT PROBLEMS, *MIGRANT EDUCATION, *MIGRANT WELFARE SERVICES, ALCOHOLISM, BRACERO PROGRAMS, CLINICS, DENTAL CLINICS, EDUCATIONAL EQUALITY, EDUCATIONAL RESEARCH, HOME ECONOMICS EDUCATION, MEDICAL EVALUATION, MENTAL HEALTH CLINICS, MIGRANT HEALTH SERVICES, MIGRANT HOUSING, MIGRANT WORKERS, MIGRATION PATTERNS, NURSES, NUTRITION, RURAL CLINICS, SANITATION, SEASONAL EMPLOYMENT, SOUTHWESTERN STATES DEV. PROJ. WAGES.

A STUDY OF EDUCATIONAL NEEDS OF MIGRANTS WAS CONDUCTED FROM SEPTEMBER THROUGH DECEMBER, 1964, IN ARIZONA, COLORADO, NEW MEXICO, AND TEXAS. THIS REPORT, CONCERNED WITH THE ARIZONA STUDY, IDENTIFIED THE MOST COMPLICATED PROBLEM AS THE LACK OF A COORDINATED ATTACK ON MIGRANT SOCIAL, ECONOMIC, HEALTH, AND EDUCATIONAL RELATIONSHIPS BY LOCAL, STATE, AND FEDERAL AGENCIES. AFTER THE SURVEY OF STATE PROBLEMS, TWO MARICOPA COUNTY COMMUNITIES WERE SELECTED TO PROVIDE MORE SPECIFIC DATA. EMPLOYMENT PROBLEMS IDENTIFIED INCLUDE: (1) CHANGES DUE TO THE DISCONTINUATION OF THE MEXICAN BRACERO PROGRAM, (2) DORMITORY VERSUS FAMILY HOUSING UNITS AND SANITATION CONDITIONS, (3) LOW WAGES, (4) POOR DIETS, CONSISTING MOSTLY OF CARBOHYDRATES AND LACKING IN PROTEINS, AND (6) ALCOHOLISM AND ITS EFFECT ON JOB PERFORMANCE. CURRENT PROGRAMS SURVEYED WERE THE MIGRANT FAMILY HEALTH CLINIC, THE MIGRANT MINISTRY, A DENTAL MOBILE FIELD CLINIC, A TRAINING PROGRAM IN HOME ECONOMICS, AND SOME PUBLIC SCHOOL PROGRAMS. (SF)

ED 015 032 **RC 000 175**
CRENSHAW, JOSEPH W. AND OTHERS
HANDBOOK FOR THE FLORIDA MIGRATORY

CHILD COMPENSATORY PROGRAM, PROGRAM ESTABLISHED UNDER THE PROVISIONS OF TITLE I ESEA. PRELIMINARY DRAFT.

FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE

PUB DATE DEC 67

EDRS PRICE MF-\$0.25 HC-\$1.96 47P.

DESCRIPTORS *COMPENSATORY EDUCATION, *EDUCATIONAL PROGRAMS, *INSTRUCTIONAL MATERIALS, *MIGRANT CHILDREN, *MIGRANT EDUCATION, COORDINATION, CULTURAL OPPORTUNITIES, EXPERIENCE, EXPERIMENTAL CURRICULUM, HEALTH SERVICES, HYGIENE, LANGUAGE DEVELOPMENT, NEEDS, PROGRAM COORDINATION, PROGRAMS, PROJECTS, SOCIAL DEVELOPMENT, SPECIAL SERVICES.

THE FLORIDA STATE DEPARTMENT OF EDUCATION HAS ESTABLISHED A STATE-WIDE COMPREHENSIVE EDUCATIONAL PROGRAM FOR AGRICULTURAL MIGRANT CHILDREN. IN DEVELOPING THIS PROGRAM, EVERY EFFORT HAS BEEN MADE TO COORDINATE THE SERVICES AND EFFORTS OF OTHER AGENCIES WHICH HAVE BEEN AND STILL ARE ACTIVE WITH AGRICULTURAL MIGRANTS. THIS PROGRAM HAS BEEN ORGANIZED TO INCLUDE FIVE ACTIVITIES WHICH ARE INTERRELATED, WITH ACTIVITIES TWO THROUGH FIVE SUPPORTING AND GIVING SUBSTANCE TO ACTIVITY ONE. THE FIRST ACTIVITY, SUPPLEMENTAL SPECIAL SERVICES AND EDUCATIONAL PROGRAMS, WAS DESIGNED TO FULFILL THE UNMET NEEDS OF MIGRANT CHILDREN. THE SECOND ACTIVITY INVOLVES THE UTILIZATION OF A MOBILE UNIT IN NON-SCHOOL SITUATIONS FOR ENRICHING THE EXPERIENCES OF MIGRANT CHILDREN. THE PURPOSE OF ACTIVITY THREE, INTERSTATE COORDINATION, IS TO INCREASE CONTINUITY IN THE MIGRANT CHILD'S EDUCATIONAL PROGRAM THROUGH THE USE OF STANDARDIZED TRANSFERRAL RECORDS, INTERSTATE CONFERENCES AND VISITATION, AND THE EXCHANGE OF CURRICULUM MATERIALS. THROUGH ACTIVITY FOUR, THE STAFF WORKING WITH MIGRANT CHILDREN WOULD RECEIVE EXTENSIVE PRE-SERVICE AND IN-SERVICE TRAINING. THE FIFTH ACTIVITY WOULD PROVIDE FOR AN EVALUATION OF THE INDIVIDUAL MIGRANT EDUCATIONAL PROGRAMS, THE FIELD TESTING OF INSTRUCTIONAL MATERIALS, AND THE DISSEMINATION OF PERTINENT INFORMATION TO MIGRANT EDUCATION. (ES)

ED 015 033 95 RC 000 178

WILEY, DARRELLS.

AN INTERDISCIPLINARY INSTITUTE FOR THE IN-SERVICE TRAINING OF TEACHERS AND OTHER SCHOOL PERSONNEL TO ACCELERATE THE SCHOOL ACCEPTANCE OF INDIAN, NEGRO, AND SPANISH-SPEAKING PUPILS OF THE SOUTHWEST. INTERIM REPORT NO. 2.

NEW MEXICO STATE UNIV., UNIVERSITY PARK

REPORT NUMBER NMSU-IR-2

PUB DATE DEC 66

CONTRACT OEC 4-6-000201-1980

EDRS PRICE MF-\$0.25 HC-\$1.28 30P.

DESCRIPTORS *AMERICAN INDIANS, *EDUCATIONAL EQUALITY, *EDUCATIONAL OPPORTUNITIES, *EDUCATIONAL STATUS COMPARISON, *SPANISH AMERICANS, ABILITY IDENTIFICATION, ACADEMIC ABILITY, ACADEMIC ASPIRATION, ACHIEVEMENT, ANGLO AMERICANS, ATTITUDES, AZTEC, CULTURE, CURRICU-

LUM, ETHNIC GROUPS, MOTIVATION, NEW MEXICO, PERCEPTION, SCHOOL ROLE, TEACHER MOTIVATION, TULAROSA.

IN CONJUNCTION WITH AN INTERDISCIPLINARY INSTITUTE AT NEW MEXICO STATE UNIVERSITY, A SURVEY WAS CONDUCTED TO DETERMINE PERCEPTIONS AND ATTITUDES OF COMMUNITY MEMBERS AND SCHOOL PERSONNEL IN THE PROVISION OF EQUALITY OF EDUCATIONAL OPPORTUNITY FOR ANGLO, SPANISH-AMERICAN AND INDIAN CHILDREN IN AZTEC AND TULAROSA, NEW MEXICO. THE MAJOR QUESTIONS ASKED WERE: HOW DOES THE DOMINANT MAJORITY ANGLO CULTURE VIEW THE ABILITIES OF SPANISH-AMERICAN AND INDIAN CHILDREN COMPARED TO THEIR OWN, HOW DOES THE SPANISH-AMERICAN AND INDIAN PARENT FEEL ABOUT THE ABILITIES OF HIS CHILDREN COMPARED TO THEIR ANGLO CLASSMATES, IS THE FAILURE OF SPANISH-AMERICAN AND INDIAN CHILDREN, IN CONTRAST TO THE RELATIVE SUCCESS OF ANGLO CHILDREN IN SCHOOL, PERCEIVED AS A RESULT OF DIFFERENTIAL TREATMENT BY TEACHERS AND SCHOOL ADMINISTRATORS, AND HOW MUCH OF THIS FAILURE DO THE MEMBERS OF THE THREE CULTURAL GROUPS AND THE EDUCATORS THEMSELVES ATTRIBUTE TO INADEQUACIES IN THE SCHOOL PROGRAM. TWO DISTINCT PATTERNS EMERGE FROM THE DATA. FIRST, MEMBERS OF ALL GROUPS PERCEIVE THE ANGLO CHILD AS MOST CAPABLE, THE SPANISH-AMERICAN CHILD AS LESS CAPABLE, AND THE INDIAN CHILD AS LEAST CAPABLE OF ACHIEVING DESIRABLE GOALS. SECOND, ALL GROUPS SAW PUPILS AS MOST CAPABLE OF COMPLETING HIGH SCHOOL, LESS CAPABLE OF ATTENDING TRADE SCHOOL OR COLLEGE, AND LEAST CAPABLE OF FINDING A JOB AFTER SCHOOL. GRAPHS AND A BIBLIOGRAPHY ARE INCLUDED. (JH)

ED 015 034 RC 000 308

LEAVE OF ABSENCE PRACTICES IN SOUTH DAKOTA SCHOOLS--SCHOOL YEAR 1964-65.

SOUTH DAKOTA EDUCATION ASSN.,

PIERRE

REPORT NUMBER BULL-1965-RD-8

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$1.48 35P.

DESCRIPTORS *DATA, *EDUCATIONAL LEGISLATION, *PERSONNEL POLICY, *SCHOOL POLICY, *TEACHERS, LAWS, LEAVE OF ABSENCE, MEETINGS, SCHOOL SYSTEMS, SCHOOL VISITATION, SCHOOLS.

IN ADDITION TO SCHOOL POLICIES RELATING TO TEACHER LEAVES OF ABSENCE IN SOUTH DAKOTA, STATE BY STATE SUMMARIES OF EDUCATIONAL LEGISLATION REGARDING SICK LEAVE, MATERNITY LEAVE, AND SABBATICAL LEAVE ARE PRESENTED IN THIS DOCUMENT. OF THE 228 RESPONDING SCHOOLS IN SOUTH DAKOTA, 215 REPORTED EXISTING SICK LEAVE POLICIES. THE MAJORITY OF RESPONDING SCHOOLS ALLOW FIVE DAYS FOR YEARLY AND CUMULATIVE SICK LEAVE, WITH PERSONAL ILLNESS, AND ILLNESS OR DEATH IN THE IMMEDIATE FAMILY BEING THE MOST COMMON REASONS FOR GRANTING SICK LEAVE. IT WAS ALSO REPORTED THAT NEARLY HALF OF THE SCHOOLS DO NOT PAY TEACHERS IF SICK LEAVE HAS BEEN EXHAUSTED. ATTENDANCE AT PROFESSIONAL MEETINGS WITH PAY IS ALMOST STANDARD POLICY. MANY SCHOOLS INDICATED NO POLICY FOR SCHOOL VISITATIONS, JURY DUTY, RELIGIOUS HOLIDAYS, MATERNITY LEAVE, SABBATICAL LEAVE, AND SERVING ON LEGISLATIVE

BODIES. THE SECTION ON SOUTH DAKOTA CONCLUDES WITH DATA WHICH INDICATES: (1) VERY FEW TEACHERS ABUSE SICK LEAVE POLICY, AND (2) THE MAJORITY OF SCHOOL SYSTEMS FAVOR A STATE-WIDE SICK LEAVE POLICY. THE FINAL PART OF THE DOCUMENT IS DEVOTED TO A STATE BY STATE SUMMARY OF EDUCATIONAL LEGISLATION REGARDING SICK LEAVE, MATERNITY LEAVE, AND SABBATICAL LEAVE FOR TEACHERS. (JS)

ED 015 035

RC 000 581

HARTER, HELEN

ENGLISH IS FUN, OR THE RHYTHM AND SONG APPROACH TO THE TEACHING OF ENGLISH TO NON-ENGLISH-SPEAKING BEGINNERS.

PUB DATE 60

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BILINGUAL STUDENTS, *ENGLISH (SECOND LANGUAGE), *UNITS OF STUDY (SUBJECT FIELDS), CLASS ACTIVITIES, CLASSROOM GAMES, ENGLISH INSTRUCTION, GRADE 1, MUSIC ACTIVITIES, READING DEVELOPMENT, SPEAKING ACTIVITIES, STORY READING, VOCABULARY DEVELOPMENT.

AN APPROACH TO TEACHING ENGLISH AS A SECOND LANGUAGE TO SPANISH SPEAKING FIRST-GRADERS IS ILLUSTRATED. VARIOUS VOCABULARY UNITS AND BOOKS SUITABLE FOR THE SPANISH SPEAKING FIRST GRADER ARE PRESENTED IN APPROPRIATE DRILLS, SONGS, GAMES, STORIES, DANCES, AND NURSERY RHYMES. IN ADDITION, BRIEF DISCUSSIONS OF THE USE OF SPANISH IN THE CLASSROOM AND TEACHING ENGLISH AS A SECOND LANGUAGE IN RELATION TO READING, PHONICS, NUMBERS AND ART ARE INCLUDED. A BIBLIOGRAPHY OF RELATED MATERIALS IS LISTED. THIS HANDBOOK IS AVAILABLE FOR \$3.00 FROM HELEN HARTER, BOX 575, TEMPE, ARIZONA 85281. (FS)

ED 015 036

RC 000 836

MARLOW, FRANK M.

THE CURRENT STATUS OF CITIZENS' ADVISORY COMMITTEES WITH EMPHASIS ON THOSE FOR SCHOOL BUILDING NEEDS IN THE CENTRAL SCHOOLS OF NEW YORK STATE.

NEW YORK STATE SCHOOL BOARDS ASSN., ALBANY

PUB DATE SEP 66

EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *ADVISORY COMMITTEES, *LAYMEN, *SCHOOL BUILDINGS, CITIZEN PARTICIPATION, NEW YORK STATE, SCHOOL COMMUNITY COOPERATION, SCHOOL CONSTRUCTION, SCHOOL DESIGN, U. S. CONST. TENTH AMEND.

STATISTICAL INFORMATION ABOUT CITIZENS' ADVISORY COMMITTEES, WITH EMPHASIS ON SCHOOL BUILDING NEEDS, IS PRESENTED. THE STATISTICS WERE OBTAINED FROM QUESTIONNAIRES SENT TO SCHOOL ADMINISTRATORS IN CENTRAL NEW YORK STATE, DISCUSSING SCHOOL ENROLLMENT, DISTANCE FROM CLASS 1 CITIES, AND THE MAKE-UP OF ADVISORY COMMITTEES AND THEIR FUNCTIONS. (JH)

ED 015 037

RC 000 863

CURRICULUM GUIDE TO TUMBLING, GRADES 1-6.

UNIVERSITY CITY SCHOOL DISTRICT, MO.

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CURRICULUM GUIDES, *TUMBLING, ACTIVITIES, SAFETY, TEACHING METHODS, TEACHING PROCEDURES.

THIS CURRICULUM GUIDE DESCRIBES ONE HUNDRED AND EIGHT TUMBLING ACTIVITIES SUGGESTED FOR GRADES ONE THROUGH SIX. TEACHING TECHNIQUES, SPOTTING SUGGESTIONS, AND VARIATIONS ON EACH ACTIVITY ARE INCLUDED. (CL)

ED 015 038 RC 000 870
UNRUH, GLENYS G. WEISS, RICHARD M.
THE IMPACT OF NEW IDEAS IN EDUCATION, VOLUME II.
UNIVERSITY CITY SCHOOL DISTRICT, MO.
PUB DATE SEP 65
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADMINISTRATION, *CURRICULUM DEVELOPMENT, *INSTRUCTIONAL PROGRAMS, *ORGANIZATIONAL CHANGE, *PERSONNEL, CONSULTANTS, ELEMENTARY SCHOOLS, ILLINOIS STUD. IN INQ. TRAINING, INITIAL TEACHING ALPHABET, INSTRUCTIONAL MATERIALS, LEARNING, LIBRARIES, PIAGET-TYPE PROJ. PROBLEMS, SECONDARY SCHOOLS, TEACHERS.

THIS DOCUMENT EXPLAINS FORTY PROJECTS OF THE CURRICULUM PROGRAMS, ORGANIZATIONAL PROGRAMS, PERSONNEL PROGRAMS, AND ADMINISTRATIVE PROGRAMS IN THE SCHOOL DISTRICT AT UNIVERSITY CITY, MISSOURI, DURING THE SCHOOL YEAR 1965-1966. LISTS OF THE CONSULTANTS, CONFERENCES ATTENDED, ADMINISTRATORS, AND RESOURCE PERSONNEL ARE PRESENTED. (JH)

ED 015 039 RC 000 895
DODSON, TAYLOR STAURT, HELEN
INDOOR PLAY ACTIVITIES.
NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH
REPORT NUMBER NCSBE-PUB-309
PUB DATE OCT 56
EDRS PRICE MF-\$0.25 HC-\$1.76 42P.

DESCRIPTORS *ELEMENTARY SCHOOL TEACHERS, *PHYSICAL EDUCATION, *TEACHING GUIDES, GAMES, NORTH CAROLINA PUBLIC SCHOOLS, PHYSICAL ACTIVITIES.

A SUGGESTED GUIDE WAS PREPARED FOR NORTH CAROLINA ELEMENTARY SCHOOL TEACHERS TO ASSIST THEM IN PLANNING INDOOR PHYSICAL ACTIVITIES FOR CHILDREN. THE GUIDE IS DIVIDED INTO THREE SECTIONS-GAMES, STUNTS, AND RELAYS. THE GRADE LEVEL, APPROPRIATE EQUIPMENT, FORMATION, AND NECESSARY RULES ARE DESCRIBED FOR EACH GAME AND RELAY. THE STUNTS ARE APPLICABLE TO ALL GRADES AND ARE BRIEFLY DESCRIBED. (RB)

ED 015 040 RC 001 614
MAYESKE, GEORGE W.
EDUCATIONAL ACHIEVEMENT AMONG MEXICAN-AMERICANS-A SPECIAL REPORT FROM THE EDUCATIONAL OPPORTUNITIES SURVEY. WORKING PAPER.
NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW)
REPORT NUMBER NCES-TN-22
PUB DATE 09 JAN 67
EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *FAMILY BACKGROUND, *MEXICAN AMERICANS, LOW ACHIEVERS, MINORITY

GROUPS, PARENTAL ASPIRATION, SCHOOL ENVIRONMENT, SOCIOECONOMIC STATUS, STANDARDIZED TESTS, STUDENT ATTITUDES, STUDENT CHARACTERISTICS, TEACHER CHARACTERISTICS, VERBAL DEVELOPMENT.

A NATIONAL SURVEY, INVOLVING A FIVE-PERCENT SAMPLE OF PUBLIC SCHOOLS, WAS CONDUCTED IN 1966. THE PRIMARY CONCERN CENTERED AROUND FOUR MAJOR QUESTIONS-(1) THE EXTENT OF RACIAL AND ETHNIC GROUP SEGREGATION IN THE SCHOOLS, (2) WHETHER THE SCHOOLS OFFERED EQUAL EDUCATIONAL OPPORTUNITIES, (3) THE DEGREE OF RACIAL AND ETHNIC GROUP DIFFERENCES ON STANDARDIZED ACHIEVEMENT TESTS, AND (4) THE RELATIONSHIP BETWEEN THE KINDS OF SCHOOLS ATTENDED AND ACHIEVEMENT TEST PERFORMANCE. CERTAIN FINDINGS BY MAYESKE FROM THE SURVEY REPORT BY COLEMAN AND OTHERS INDICATE WAYS IN WHICH THE EDUCATIONAL ACHIEVEMENT OF MEXICAN-AMERICANS ARE AFFECTED. SOME OF THOSE RESULTS ARE-(1) SCHOOLS CAN PROVIDE CERTAIN EXPERIENCES SUCH AS ATTENDANCE AT KINDERGARTEN AND VERBALLY ENRICHING MATERIALS WHICH WILL HELP TO OVERCOME THE LANGUAGE HANDICAP EXPERIENCED BY MANY MEXICAN-AMERICANS, (2) THE FAMILY BACKGROUND DOES INFLUENCE ACADEMIC ACHIEVEMENT, (3) BECAUSE OF PEER INFLUENCE, THE SOCIAL COMPOSITION OF THE STUDENT BODY IS HIGHLY RELATED TO ACADEMIC ACHIEVEMENT, (4) TEACHER ATTRIBUTES SUCH AS YEARS OF EXPERIENCE AND EDUCATION INFLUENCE ACHIEVEMENT, AND (5) STUDENTS' ATTITUDES TOWARD SCHOOL AFFECT THEIR ACADEMIC ACHIEVEMENT. (ES)

ED 015 041 RC 001 863
BISHOP, CHARLES E.
FARM LABOR IN THE UNITED STATES.
PUB DATE 67
EDRS PRICE MF-\$0.75 HC-\$5.96 147P.

DESCRIPTORS *AGRICULTURAL TRENDS, *FARM LABOR PROBLEMS, *FARM OCCUPATIONS, *FARMERS, *MANPOWER DEVELOPMENT, AGRICULTURAL LABORERS, AGRICULTURAL POLICY INST. AGRICULTURE, ECONOMIC DEVELOPMENT, FARM LABOR LEGISLATION, FARM LABOR SUPPLY, FARM MECHANICS (OCCUPATION), LABOR MARKET, LABORERS, MANPOWER UTILIZATION, MICHIGAN STATE UNIV, NORTH CAROLINA STATE UNIV, OFF FARM AGRICULTURAL OCCUPATIONS.

SEVEN ESSAYS EXAMINE THE REASONS AND PRESENT TABLEAUS OF DATA RELATIVE TO THE LOW PRODUCTIVITY OF SMALL FARMS COMPARED WITH LARGE FARMS, THE LOW FINANCIAL RETURNS OF FARM LABOR, AND THE MASS EXODUS OF FARM MANPOWER. THE CHARACTERISTICS, TRENDS, AND SOCIOECONOMIC SITUATION OF HIRED FARM LABOR DURING THE PERIOD 1947-1964 ARE PRESENTED. THE CHANGING TECHNOLOGY AND ITS RESULTANT FARM LABOR ADJUSTMENTS TO SEEK NON FARM EMPLOYMENT AND MULTIPLE JOB HOLDING, WHICH LEAD TO OCCUPATIONAL MOBILITY ARE DISCUSSED. SUGGESTIONS ARE MADE FOR RELATING FARM MANPOWER POLICY TO THE NATIONAL MANPOWER POLICY AND THE NATIONAL ECONOMIC GOALS. THIS DOCUMENT AVAILABLE FOR \$6.00 FROM COLUMBIA UNIVERSITY PRESS, NEW YORK CITY, NEW YORK. (JH)

ED 015 042 08 RC 001 930
SEVERINSEN, K. NORMAN
VOCATIONAL-EDUCATIONAL INFORMATION WORKSHOP FOR RURAL GUIDANCE WORKERS (WESTERN ILLINOIS UNIVERSITY, AUGUST 15-26, 1966).
WESTERN ILLINOIS UNIV., MACOMB
REPORT NUMBER BR-6-2208
PUB DATE JUN 67
GRANT OEG-3-6-062208-0716
EDRS PRICE MF-\$0.50 HC-\$4.16 102P.

DESCRIPTORS *COUNSELORS, *IN-SERVICE COURSES, *RURAL YOUTH, *VOCATIONAL EDUCATION, CAREERS, OCCUPATIONAL GUIDANCE, RURAL AREAS, RURAL SCHOOLS, VOCATIONAL COUNSELING, VOCATIONAL INTERESTS, WORKSHOPS.

A TWO-WEEK WORKSHOP IN EDUCATIONAL-VOCATIONAL INFORMATION FOR TWENTY RURAL GUIDANCE WORKERS WAS CONDUCTED IN AUGUST, 1966. THE OBJECTIVES OF THIS PROJECT WERE TO UP-DATE COUNSELORS CONCERNING OCCUPATIONAL INFORMATION AND TO DEVELOP NEW APPROACHES FOR DISSEMINATING VOCATIONAL INFORMATION. DURING THE COURSE OF THE WORKSHOP, THE CAREER AND VOCATIONAL KNOWLEDGE TEST (CVKT) AND A CAREER QUESTIONNAIRE WERE DEVELOPED FOR THE PURPOSE OF DETERMINING THE EFFECTIVENESS OF THE TWENTY PARTICIPANTS WITHIN THEIR RESPECTIVE SCHOOLS. TWO RURAL SCHOOLS WHOSE COUNSELORS DID NOT ATTEND THE WORKSHOP WERE SELECTED AND THE STUDENTS OF THESE SCHOOLS WERE UTILIZED AS A CONTROL GROUP. INCREASED EFFORTS WERE MADE TO PROVIDE ADDITIONAL VOCATIONAL INFORMATION FOR THE EXPERIMENTAL GROUP, WHOSE COUNSELORS ATTENDED THE WORKSHOP. BOTH THE CONTROL AND EXPERIMENTAL GROUPS WERE TESTED IN THE SAME MANNER AND AT THE SAME TIME OF YEAR. THE EXPERIMENTAL GROUP SHOWED SIGNIFICANT GAINS ON THE CVKT OVER THEIR COUNTERPARTS IN THE CONTROL SCHOOLS, WHEREAS FEW DIFFERENCES WERE NOTED FROM ADMINISTRATION OF THE CAREER QUESTIONNAIRE. IN SUBJECTIVE EVALUATIONS MADE BY THE TWENTY COUNSELORS, THERE WAS GENERAL AGREEMENT THAT THIS APPROACH TO IN-SERVICE EDUCATION WAS VALUABLE. (ES)

ED 015 043 RC 001 932
BELL, PAUL W.
A BEGINNING READING PROGRAM FOR THE LINGUISTICALLY HANDICAPPED.
PUB DATE 04 MAY 66
EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *BEGINNING READING, *BILINGUAL STUDENTS, *LINGUISTICS, *PROGRAMS, *READING MATERIALS, CAUCASIANS, CULTURALLY DISADVANTAGED, ENGLISH, ENGLISH (SECOND LANGUAGE), HANDICAPPED, INSTRUCTION, LANGUAGE, LOW INCOME, MEXICAN AMERICANS, MIAMI LINGUISTIC READERS, MINORITY GROUPS, NEGROES, PUERTO RICANS, READING, SPANISH AMERICANS.

MANY PUPILS ENTER FIRST GRADE EACH YEAR WHO ARE LINGUISTICALLY HANDICAPPED AND ARE UNABLE TO COPE WITH THE TRADITIONAL READING PROGRAMS WHICH HAVE BEEN DESIGNED FOR THE MIDDLE-CLASS ANGLO-SAXON STEREOTYPE. THESE MINORITY GROUP YOUNGSTERS FALL MAINLY INTO TWO MAJOR CATEGORIES. THE FIRST GROUP IS MADE UP OF NATIVE ENGLISH-

SPEAKING CHILDREN WHOSE SPEECH HABITS ARE NON-STANDARD, AND THE SECOND GROUP IS COMPOSED OF THOSE BILINGUALS FOR WHOM ENGLISH IS NOT THE NATIVE LANGUAGE. BOTH GROUPS OF STUDENTS MUST LEARN TO READ AND WRITE STANDARD ENGLISH IF THEY ARE TO SUCCEED IN SCHOOL AND ACHIEVE MAXIMUM SOCIAL MOBILITY. TO COPE WITH THE PROBLEMS OF THESE YOUNGSTERS, THE DADE COUNTY PUBLIC SCHOOLS DEVELOPED A BEGINNING LANGUAGE AND READING PROGRAM, THE "MIAMI LINGUISTIC READERS" SERIES. THIS SERIES, DESIGNED SPECIFICALLY FOR FIRST AND SECOND GRADERS, CONSISTS OF A READINESS UNIT, TWENTY ONE PUPILS' BOOKS ORGANIZED INTO FIFTEEN LEVELS, TWO "BIG BOOKS", AND A SEATWORK BOOKLET AND TEACHER'S MANUAL FOR EACH LEVEL. THE MIAMI PROGRAM REPRESENTS A CREATION OF NEW INSTRUCTIONAL MATERIALS, AND BREAKS WITH TRADITION IN THE AREA OF ORGANIZATION AND TO SOME EXTENT IN THE AREA OF CONTENT, BUT FOLLOWS TRADITION IN ITS SUGGESTED TECHNIQUES FOR TEACHING READING. THIS SPEECH WAS PRESENTED AT A CONFERENCE OF THE INTERNATIONAL READING ASSOCIATION, DALLAS, TEXAS, MAY 4-7, 1966. (ES)

ED 015 044 RC 001 933

KREITLOW, BURTON W.
LONG-TERM STUDY OF EDUCATIONAL EFFECTIVENESS OF NEWLY FORMED CENTRALIZED SCHOOL DISTRICTS IN RURAL AREAS, PART TWO.
WISCONSIN UNIV., MADISON
REPORT NUMBER PROJ-1318
PUB DATE 31 JUL 64

EDRS PRICE MF-\$0.25 HC-\$0.92 21P.

DESCRIPTORS *COMPARATIVE ANALYSIS, *EDUCATIONAL IMPROVEMENT, *ORGANIZATIONAL CHANGE, *RURAL SCHOOLS, *SCHOOL DISTRICTS, ACHIEVEMENT, BEHAVIOR PATTERNS, FACILITIES, INSTRUCTIONAL MATERIALS, LIBRARY FACILITIES, PRIMARY GRADES, RURAL EDUCATION, SECONDARY GRADES.

THE BASIC PURPOSES OF THIS LONGITUDINAL STUDY WERE TO ASCERTAIN WHETHER OR NOT SCHOOL DISTRICT REORGANIZATION IS WORTHWHILE IN TERMS OF TIME, EFFORT, AND EXPENDITURES OF FUNDS, AND TO DETERMINE THE EFFECTS OF SUCH SCHOOL DISTRICT REORGANIZATIONS ON THE EDUCATIONAL OUTCOMES OF THE SCHOOL. THE SAMPLE CONSISTED OF 10 WISCONSIN COMMUNITIES, 5 WITH REORGANIZED AND 5 WITH NONREORGANIZED SCHOOL DISTRICTS. THE COMMUNITIES WERE MATCHED ON THE BASES OF SUCH FACTORS AS WEALTH, POPULATION, TOPOGRAPHY, TYPE OF FARMING, NEARNESS TO URBAN AREAS, AND SIZE AND DENSITY OF POPULATION. FIRST GRADE CHILDREN WERE TESTED AND COMPARED IN THESE COMMUNITIES AND RESTUDIED AT GRADES 6, 9, 12, AND WILL BE STUDIED 5 YEARS AFTER GRADUATION FROM HIGH SCHOOL. THIS REPORT IS ON THE TWELFTH GRADE STUDY, 1961-1964, IN WHICH THREE MAJOR HYPOTHESES WERE TESTED. THE OPPORTUNITIES AVAILABLE IN SCHOOLS WERE EXAMINED BY CONSIDERING TEACHING AIDS AND MATERIALS, LIBRARY RESOURCES, STAFF QUALIFICATIONS AND ASSIGNMENTS, BUILDING CAPACITY, CLASS SIZE, PROVISIONS FOR STAFF, AND CURRICULUM OFFERINGS. THE ACADEMIC ACHIEVEMENT, PERSONAL AND SOCIAL AD-

JUSTMENT OF STUDENTS, AND SOCIO-ECONOMIC CONTACTS OF PARENTS WITH THE VILLAGE CENTER WERE INVESTIGATED. THE RESULTS SHOWED FACTORS FAVORING REORGANIZED SCHOOL DISTRICTS OVER NON REORGANIZED SCHOOL DISTRICTS. A 69 ENTRY BIBLIOGRAPHY IS INCLUDED. (JH)

ED 015 045 RC 001 943

SO YOU WANT TO HELP MIGRANTS, SUGGESTIONS FOR CHURCHES AND THEIR COMMUNITIES WISHING TO ESTABLISH HELPING PROGRAMS FOR SEASONAL FARM WORKERS.

NATIONAL COUNCIL OF CHURCHES OF CHRIST, NEW YORK
PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS *CHURCHES, *COMMUNITY, *MIGRANT PROBLEMS, *MIGRANTS, *PROGRAMS, AGRICULTURAL LABORERS, CHURCH PROGRAMS, COMMUNITY MIGRANT PROJECTS, COMMUNITY SERVICE PROGRAMS, NEEDS, PROBLEMS, SEASONAL EMPLOYMENT, SPECIAL SERVICES.

THE MIGRANT MINISTRY, A UNITED CHURCH EFFORT TO SERVE SEASONAL AGRICULTURAL MIGRANTS, PRODUCED THIS BOOKLET FOR THE PURPOSE OF OFFERING SUGGESTIONS TO PEOPLE WHO ARE INTERESTED IN HELPING MIGRANTS. WHILE MOST OF THESE SUGGESTIONS CAN BE CARRIED OUT IN ONE FORM OR ANOTHER BY ANY GROUP OF CONCERNED CITIZENS, IT WAS WRITTEN WITH CHURCH PEOPLE ESPECIALLY IN MIND. THE SUGGESTIONS INCLUDE-(1) UNDERSTANDING THE PROBLEMS AND NEEDS OF THE MIGRANT PEOPLE, (2) WORKING WITH OTHER CHURCH PEOPLE, (3) CARRYING OUT PROGRAMS OF SERVICE FOR MIGRANTS, (4) ESTABLISHING SPECIAL SERVICES WHERE SUCH SERVICES DO NOT PRESENTLY EXIST, (5) INTERPRETING THE MIGRANT PEOPLE TO YOUR COMMUNITY AND STIMULATING OTHERS TO ACTION, (6) WORKING WITH OTHER GROUPS, AGENCIES AND ORGANIZATIONS FOR A COMMUNITY-WIDE APPROACH TO MIGRANT PROBLEMS, (7) WORKING TOWARDS THE IMPROVEMENT OF BASIC LIVING AND WORKING CONDITIONS, (8) HELPING MIGRANTS RESETTLE, AND (9) HELPING FINANCE MIGRANT PROGRAMS. (ES)

ED 015 046 RC 001 968

CHAPMAN, A.L. AND OTHERS
MIGRANT HEALTH PROJECT, PENNSYLVANIA, 1966-ANNUAL PROGRESS REPORT REPORT ON HEALTH AND MEDICAL SERVICES FOR MIGRANTS, PROJECT GRANT 33, UNITED STATES PUBLIC HEALTH SERVICE.
PENNSYLVANIA STATE DEPT. OF HEALTH, HARRISBURG
REPORT NUMBER PHS-33
PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$3.36 82P.

DESCRIPTORS *HEALTH, *HEALTH PROGRAMS, *MIGRANT HEALTH SERVICES, *MIGRANTS, ANGLO AMERICANS, CLINICS, DENTAL HEALTH, HEALTH EDUCATION, HEALTH NEEDS, MEDICAL SERVICES, NEGROES, NURSING, SANITATION, HEALTH SERVICES WERE MADE AVAILABLE TO SOME 6176 SEASONAL AGRICULTURAL MIGRANTS IN A FIFTEEN-COUNTY PROJECT AREA OF PENNSYLVANIA DURING 1966. THIS PROJECT IS AN EXTENSION AND EXPANSION OF A FOUR-COUNTY MIGRANT HEALTH PROGRAM BEGUN IN 1963. THE SERVICES PROVIDED BY THIS PROGRAM HAVE BEEN EXPANDED FROM OUT-

PATIENT SERVICES TO INCLUDE DENTAL CARE, IN-HOSPITAL SERVICE, PREVENTIVE HEALTH SERVICES, AND A SANITATION PLAN FOR MIGRANT CAMPS. THE OUT-PATIENT SERVICES WERE PROVIDED THROUGH THREE TYPES OF CONTRACT MECHANISM-(1) A CONTRACT FOR MIGRANT CLINICS IN HOSPITALS, (2) FEE-FOR-SERVICE AGREEMENTS WITH HOSPITALS, AND (3) FEE-FOR-SERVICE AGREEMENTS WITH PHYSICIANS. FOURTEEN PUBLIC HEALTH NURSES WERE USED TO VISIT THE MIGRANT CAMPS, AND SERVED AS THE PRIMARY SOURCE OF REFERRALS TO PROJECT CLINICS. DEPARTMENT OF HEALTH SANITARIANS INSPECTED SOME 344 OF 404 EXISTING MIGRANT LABOR CAMPS. ALTHOUGH MUCH PROGRESS HAS BEEN EXPERIENCED IN ALL AREAS OF MIGRANT HEALTH SERVICES, CONTINUED EFFORTS TOWARD IMPROVEMENT WILL BE NECESSARY IN THE FUTURE. (ES)

ED 015 047 RC 001 981

SKILLICORN, STANLEY A.
SOUTH SANTA CLARA COUNTY MIGRANT TREATMENT CLINIC.

PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *CLINICS, *MIGRANT HEALTH SERVICES, *MIGRANT WORKER PROJECTS, *RURAL AREAS, CALIFORNIA, HEALTH NEEDS, PREVENTIVE MEDICINE.

IN THE SUMMER OF 1965, A MIGRANT HEALTH CLINIC WAS STARTED IN THE SOUTHERN PART OF SANTA CLARA COUNTY, CALIFORNIA. THE CLINIC DIFFERS FROM THE PUBLIC HEALTH DEPARTMENT'S CLINICS BY OFFERING TREATMENT AND MEDICATION, INSTEAD OF ONLY PREVENTIVE SERVICES. THE ENTIRE STAFF, FROM DOCTORS TO BABY-SITTERS, VOLUNTEERS ITS TIME, AND THE CLINIC IS NOW OPEN FOR THREE TO FIVE HOURS, THREE EVENINGS PER WEEK DURING THE SEASON WHEN THE MIGRANTS ARE IN THE COUNTY. IN 1966, THE CENTER REMAINED OPEN FROM JUNE TILL DECEMBER, OFFERING SPECIAL PROGRAMS IN THE FIELDS OF PRENATAL EXAMINATIONS, OB-GYN EXAMINATIONS, NEUROLOGY, PSYCHIATRY, ETC. HEALTH EDUCATION IS ALSO PROVIDED FOR THE MIGRANTS BY MEANS OF SPANISH LANGUAGE, HEALTH AND HYGIENE MOVIES SHOWN TO WAITING PATIENTS. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (CL)

ED 015 048 RC 001 984

REEDER, WILLIAM
LIFE STYLES IN RURAL AMERICA--THEIR CONSEQUENCES AND THEIR OUTLOOK.
PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *BELIEFS, *CULTURE, *RURAL AREAS, ATTITUDES, BEHAVIOR PATTERNS, FAMILY CHARACTERISTICS, INDIVIDUAL ACTIVITIES, RURAL FAMILY, RURAL YOUTH, SOCIOCULTURAL PATTERNS, VALUES.

SIX BASIC CONCEPTS ARE FUNDAMENTAL TO UNDERSTANDING LIFE STYLES.

THEY ARE—(1) THE WIDE VARIATION AMONG THE MEMBERS OF OUR SOCIETY, READILY APPARENT BY VIEWING THE WIDE DIFFERENCES IN EDUCATION, SKILLS, VALUES, AND PHILOSOPHICAL BELIEFS OF THOSE MEMBERS, (2) CONSISTENCY WITHIN OUR SOCIETY, SUBSTANTIATED BY COMPARING BELIEFS AND ATTITUDINAL-BEHAVIORAL RESPONSE PATTERNS REGARDING A GENERAL REFERENT, SUCH AS CHURCHES AND OTHER ORGANIZATIONS, (3) INDEPENDENCE OF REFERENTS, VALIDATED BY AN INVESTIGATION SHOWING THAT FOR THE MOST PART, ONE SECTOR OF LIFE IS NOT IMPINGED UPON BY ANOTHER SECTOR, (4) SOCIALIZATION, WHICH IS CHARACTERIZED BY THE PROCESSES WHICH OPERATE WITHIN THE CULTURE, THE SOCIETY, THE COMMUNITY, ORGANIZATIONS, AND REFERENCE GROUPS, (5) REFERENCE GROUPS AND REFERENCE PERSONS, AND (6) BELIEFS, ACTIONS, AND THE SELE, WHICH SUGGESTS THAT EDUCATION THROUGH PARTICIPATION MAY BE FAR MORE POWERFUL THAN EDUCATION THROUGH READING BOOKS OR LISTENING TO LECTURES. THE EMERGING STYLES OF LIFE ARE BEING SHAPED BY CHANGING VALUES AND MAY NOT FIND THE FAMILY AND THE CHURCH AS THEIR STRONGEST REFERENCE GROUPS. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED 015 049 **RC 001 990**
AN UMBRELLA OF THREE EDUCATIONAL IMPROVEMENT PROGRAMS - ONE EACH IN-OVERTON COUNTY, TENNESSEE, WEWAH-ITCHKA, FLORIDA, WHEELER COUNTY, GEORGIA. THE RURAL EDUCATION IMPROVEMENT PROJECT.
 SOUTHERN ASSN. OF COLL. AND SECONDARY SCHOOLS
 PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.
DESCRIPTORS *ACADEMIC PERFORMANCE, *DISADVANTAGED YOUTH, *EDUCATION, *PROJECTS, *RURAL AREAS, COMMUNICATION SKILLS, CULTURAL ENRICHMENT, EDUCATIONAL OBJECTIVES, FAMILY INVOLVEMENT, HIGH SCHOOLS, INSTITUTIONS, LAYMEN, LEARNING, NONPROFESSIONAL PERSONNEL, ORGANIZATIONS (GROUPS), PRESCHOOL EDUCATION, PRIVATE FINANCIAL SUPPORT, RESEARCH, RURAL SCHOOLS, STUDENTS, TEACHER EDUCATION, TEACHERS.

UNDER THE SPONSORSHIP OF THE DANFORTH AND NOYES FOUNDATIONS, A CONSORTIUM OF EDUCATIONAL INSTITUTIONS, ORGANIZATIONS, AND AGENCIES HAVE COLLABORATED IN AN EFFORT TO IMPROVE THE ACADEMIC PERFORMANCE OF DISADVANTAGED YOUTHS IN SPECIFIED RURAL AREAS. SPECIFIC EDUCATIONAL OBJECTIVES OF THE PROJECT ARE—(1) EFFECTIVELY INTERVENE SO THAT A CYCLE OF ACCUMULATED DEFICITS IN CERTAIN LEARNING SKILLS WILL BE INTERRUPTED, (2) DEMONSTRATE THAT AS RURAL SCHOOL STUDENTS IMPROVE THEIR ACADEMIC PERFORMANCE, THE PARENTS, TEACHERS, AND LAYMEN WILL IMPROVE THEIR UNDERSTANDING OF AND EMPATHY TO-

WARD THE STUDENTS, AND (3) DEMONSTRATE THAT STUDENTS WILL RECEIVE MANY BENEFITS WHEN THE RESEARCH AND THEORY OF COLLEGE AND UNIVERSITY PERSONNEL ARE COMBINED WITH THE PRACTICAL KNOW-HOW OF ELEMENTARY AND SECONDARY SCHOOL EDUCATORS. RURAL SCHOOL SYSTEMS IN THREE COUNTIES ARE PARTICIPATING IN THIS PROJECT WHICH INVOLVES 5,481 STUDENTS. ELEVEN INTERVENTION COMPONENTS, WHICH ARE BEING USED TO ACCOMPLISH THE FIRST OBJECTIVE, ARE LISTED IN THE REPORT. SIX OF THESE COMPONENTS ARE COMMON TO ALL THREE COUNTIES. THE REPORT CONCLUDES WITH A LIST OF KEY PERSONNEL, THEIR POSITIONS, AND THE INSTITUTIONS, AGENCIES, OR ORGANIZATIONS THEY REPRESENT. (JS)

ED 015 050 **RC 002 005**

HILL MARY
NUTRITIONAL HEALTH OF TEENAGERS.
 PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *EATING HABITS, *NUTRITION, *NUTRITION INSTRUCTION, *TEENAGERS, ADOLESCENTS, FOOD.

SURVEYS HAVE SHOWN THAT SOME TEENAGERS HAVE FOOD INTAKES THAT FAIL TO SUPPLY THE RECOMMENDED DIETARY ALLOWANCE FOR EACH OF THE NUTRIENTS. HOWEVER, THE NUMBER OF TEENAGERS CLASSIFIED AS HAVING INADEQUATE NUTRIENT INTAKES DEPENDS UPON WHICH REVISION OF THE RECOMMENDED DIETARY ALLOWANCES HAS BEEN USED AS A BASE FOR EVALUATION. IN EXAMINING THE REVISIONS, IT WAS FOUND THAT THE MINIMUM DAILY REQUIREMENTS FOR CERTAIN NUTRIENTS SUCH AS PROTEIN, RIBOFLAVIN, IRON, AND CALCIUM HAD CHANGED. THE APPLICATION OF THE DIETARY GUIDE SHOULD BE DONE CAREFULLY. AS MANY TEENAGERS ARE WELL FED AND HAVE HAD GOOD EATING HABITS FROM CHILDHOOD. THE AUTHOR SUGGESTS IDENTIFYING ACCESS POINTS IN TIME AND PLACE WHEN ADULTS CAN MAKE AVAILABLE GOOD NUTRITIONAL FOOD THAT WILL CONTRIBUTE TO MEETING THE PHYSICAL AND SOCIAL NEEDS OF TEENAGERS. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (SF)

ED 015 051 **RC 002 006**

DOWLER, LLOYD
OPPORTUNITIES FOR RURAL YOUTH IN RURAL AREAS.

PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *AGRICULTURE, *EMPLOYMENT OPPORTUNITIES, *JOB TRAINING, *OCCUPATIONAL INFORMATION, *RURAL YOUTH, AGRICULTURAL TRENDS, FARM LABOR SUPPLY, JOB MARKET, JOB SKILLS, OPPORTUNITIES, VOCATIONAL COUNSELING.

AGRIBUSINESS IS DEFINED AS THE SUM TOTAL OF ALL OPERATIONS INVOLVED IN THE MANUFACTURE AND DISTRIBUTION OF FARM SUPPLIES, PRODUCTION AGRICULTURE ON THE FARM, AND THE STORAGE, PROCESSING, AND DISTRIBUTION OF FARM COMMODITIES

AND ITEMS MADE FROM THEM. WITHIN THESE THREE AREAS ARE SEEN MANY JOB OPPORTUNITIES FOR RURAL AND URBAN YOUTH HAVING COLLEGE DEGREES IN AGRICULTURE, HAVING JUNIOR COLLEGE OR HIGH SCHOOL EDUCATIONS, AND EVEN FOR DROPOUTS FROM ANY LEVEL OF EDUCATION. HOWEVER, IN SPITE OF THE EXCELLENT OPPORTUNITIES IN AGRIBUSINESS FOR YOUTH WITH TRAINING, ONLY 10 TO 12 PER CENT OF THOSE WHO LEAVE THE FARM FOR A COLLEGE EDUCATION RETURN. EVEN SO, AGRICULTURE SCHOOLS THROUGHOUT THE U. S. HAVE BEEN UNABLE TO MEET THE MANPOWER DEMANDS IN THIS FIELD. PROGRAMS ARE NEEDED THAT WILL PROVIDE THE FUTURE TRAINING FOR OUR RURAL AND URBAN YOUTH AND PERMIT US TO CONTINUE TO LEAD ALL OTHER NATIONS OF THE WORLD IN THE PRODUCTION OF FOOD AND FIBER. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (SF)

ED 015 052 **RC 002 007**

ELDRIDGE, DONALD A.
THE RAPID GROWTH OF COMMUNITY COLLEGES AND THEIR ACCESSIBILITY IN RURAL AREAS.

PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.20 3P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *COMMUNITY COLLEGES, *RURAL AREAS, *RURAL YOUTH, AGRICULTURE, AMERICAN INDIANS, EDUCATION, MIGRANT WORKERS, PROGRAMS, TECHNOLOGY.

THE COURSE OFFERINGS IN SOME JUNIOR COLLEGES FAIL TO MEET ADEQUATELY THE UNIQUE NEEDS OF RURAL YOUTH. A STUDY IN 1964 REVEALED THAT ONLY TWENTY OF THE SEVENTY JUNIOR COLLEGES IN CALIFORNIA OFFERED TRAINING IN AGRICULTURE, ALTHOUGH THE RECENTLY PUBLISHED "DIRECTORY OF JUNIOR COLLEGES" SHOWS AN INCREASE TO SIXTY. FURTHER STATISTICS REVEAL THAT 253 OF THE 750 JUNIOR COLLEGES THROUGHOUT THE U. S. ARE OFFERING VARIOUS AGRICULTURAL PROGRAMS, INCLUDING TRAINING FARM MACHINERY TECHNICIANS, FARM AND RANCH MANAGEMENT, AGRICULTURAL BUSINESS MANAGEMENT, MARKETING TECHNOLOGY, FISHERY AND WILDLIFE MANAGEMENT, CITRUS FRUIT PRODUCTION, ANIMAL HUSBANDRY, DAIRY TECHNOLOGY, AND LANDSCAPE DESIGN. ACCORDING TO SNEPP, WRITING IN "THE AGRICULTURAL EDUCATION MAGAZINE", JUNIOR COLLEGES CAN PROVIDE EDUCATIONAL PROGRAMS NEEDED FOR A RAPIDLY CHANGING AGRICULTURE BY—(1) FORMULATING AND COORDINATING ON A STATEWIDE BASIS, (2) PROVIDING A SEPARATE AGRICULTURE DEPARTMENT WITH A HEAD OR CHAIRMAN, AND (3) HAVING AT LEAST SIX FULL-TIME INSTRUCTORS AND A MINIMUM ENROLLMENT OF 120 STUDENTS IN EACH AGRICULTURE DEPARTMENT. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED 015 053

RC 002 008

FREEMAN, ORVILLE L.

OPENING OF CONFERENCE. NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C. PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *OPPORTUNITIES, *RURAL YOUTH, *YOUTH PROBLEMS, CULTURAL OPPORTUNITIES, EDUCATION, EDUCATIONAL OPPORTUNITIES, EMPLOYMENT, HEALTH, SPEECH, YOUTH.

AMERICAN YOUTH HAVE ALWAYS HARBORED DISCONTENT WITH THE STATUS QUO. HOWEVER, IN THIS GENERATION TOO OFTEN HEALTHY DISCONTENT GIVES WAY TO DISENCHANTMENT AND SICK DESPAIR. AND THERE IS AMPLE REASON FOR YOUTH TO BE DISCONTENTED WITH OUR SOCIETY, WHEN WE ARE UNABLE TO MOBILIZE OUR VAST CAPACITIES TO MAXIMUM EFFECTIVENESS. SOME OF THESE CAPACITIES INCLUDE EXCELLENT EDUCATIONAL OPPORTUNITIES, SURPLUSES OF FOOD, AND AMPLE MEDICAL AND HOSPITAL FACILITIES. SOCIETY HAS FAILED TO GIVE YOUTH THE NEEDED INSPIRATION TO FORESTALL THIS DISENCHANTMENT BECAUSE TOO MANY AMERICANS ARE SPENDING TOO MUCH TIME DEGRADING OUR OWN COUNTRY, EVEN THOUGH IT HAS MADE MORE SOCIAL AND ECONOMIC PROGRESS IN THE LAST SEVEN YEARS THAN ANY ONE COUNTRY IN ALL THE HISTORY OF MANKIND. THE YOUNG PEOPLE OF AMERICA SHOULD REMAIN DISCONTENTED BUT SHOULD NOT LOSE THEIR FAITH OR PERSPECTIVE IN THE FUTURE. THEIR CHALLENGE IS TO BUILD ON WHAT HAS BEEN ACCOMPLISHED IN THE PAST AND NOT DESTROY THE ACCOMPLISHMENTS OF OUR PAST GENERATIONS. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED 015 054

RC 002 009

WAGNER, CARRUTH J.

PROGRAMS FOR RURAL YOUTH-ARE THEY DOING THE JOB.

PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *HEALTH NEEDS, *HEALTH SERVICES, *MEDICAL SERVICES, *PUBLIC HEALTH, *RURAL CLINICS, COMMUNITY HEALTH SERVICES, FAMILY HEALTH, HEALTH EDUCATION, MIGRANT HEALTH SERVICES, PHYSICIANS, RURAL AREAS, RURAL POPULATION.

PEOPLE LIVING IN RURAL AREAS HAVE ONLY ONE-HALF THE ACCESS PER PERSON TO DOCTORS, DENTISTS, AND OTHER HEALTH RESOURCES THAT URBAN DWELLERS HAVE. THIS IS COMPOUNDED BY-(1) THE DISTANCE BETWEEN THE PATIENT AND THE HEALTH SERVICES, (2) LACK OF TRANSPORTATION, (3) LACK OF COMMUNICATION, AND (4) LACK OF HEALTH SERVICES, PERSONNEL, FACILITIES, AND SERVICE ORGANIZATIONS. ONE METHOD OF PROVIDING BETTER HEALTH SERVICES HAS BEEN TO TRAIN NON-PROFESSIONAL HEALTH AIDES TO TEACH GOOD HEALTH PRACTICES. AN ATTEMPT TO ATTRACT PHYSICIANS TO RURAL AREAS INVOLVES COMMUNITY SUPPORT OF A PROGRAM TO CONSTRUCT

A RURAL HEALTH CENTER. THE UNIVERSITY OF OKLAHOMA IS CURRENTLY DEVELOPING A PROJECT TO RECRUIT PHYSICIANS IN GROUPS, BY ESTABLISHING A STRONG TIE-IN BETWEEN A RURAL CLINIC AND A UNIVERSITY MEDICAL CENTER, AND BY ENCOURAGING LOCAL COMMUNITY ACCEPTANCE OF THE PHYSICIANS' FAMILIES. OTHER RURAL HEALTH PROBLEMS REMAINING TO BE SOLVED INCLUDE THE PROVISION FOR SAFE WATER SUPPLIES AND ADEQUATE SEWAGE DISPOSAL SYSTEMS, COORDINATION OF VARIOUS AGENCIES, GROUPS, AND INDIVIDUALS PROVIDING HEALTH SERVICES, AND HEALTH PROBLEMS OF MIGRANTS. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (SF)

ED 015 055

RC 002 020

STERN, CAROLYN

PRESCHOOL LANGUAGE PROJECT.

PUB DATE 04 JUN 67

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *LANGUAGE PROGRAMS, *PRESCHOOL PROGRAMS, AUDITORY DISCRIMINATION, DISADVANTAGED YOUTH, ENGLISH (SECOND LANGUAGE), INSTRUCTIONAL MATERIALS, MIDDLE CLASS, PERCEPTION, PERSONNEL, PROGRAMED INSTRUCTION, RESEARCH, SPEECH, TRAINING, VOCATIONAL EDUCATION.

SINCE THE HIGH SCHOOL DROPOUT IS IDENTIFIABLE IN THE PRIMARY GRADES, IT IS NECESSARY TO LAY THE GROUNDWORK FOR VOCATIONAL TRAINING MUCH EARLIER THAN HIGH SCHOOL. THIS IS THE RATIONALE FOR THE FIVE-YEAR PRESCHOOL LANGUAGE PROJECT FUNDED UNDER THE VOCATIONAL EDUCATION ACT. THE OBJECTIVES OF THIS PROJECT ARE TO PREPARE A SET OF LANGUAGE INSTRUCTIONAL MATERIALS FOR USE IN A DAY CARE PROGRAM AND TO TRAIN EDUCATIONAL RESEARCH PEOPLE IN DEVELOPING THE LANGUAGE MATERIALS. THE BASIC PREMISE IS THAT IT IS IMPORTANT FOR DISADVANTAGED CHILDREN TO DEVELOP STANDARD MIDDLE CLASS SPEECH. PROGRAMED MATERIALS ARE BEING PREPARED WHICH CAN BE PRESENTED BY TEACHER AIDES IN A FIFTEEN MINUTE SESSION EACH DAY. SPECIAL EVALUATIVE INSTRUMENTS HAVE BEEN DEVELOPED FOR THE PURPOSE OF ASSESSING THE VALUE OF THIS PROJECT. RESULTS OF THE PROGRAM WILL BE AVAILABLE IN ONE YEAR. THIS SPEECH WAS GIVEN AT A WORKING CONFERENCE ON RESEARCH AND ACTIVITY IN THE LANGUAGE ARTS FOR THE PRE-PRIMARY/PRIMARY CULTURALLY DIVERSE NON-ENGLISH SPEAKING CHILD IN ALBUQUERQUE, NEW MEXICO, JUNE 4-6, 1967. (ES)

ED 015 056

RC 002 038

MICHEL, DONALD E.

EXPANDING HORIZONS FOR MUSIC THERAPY-COMPENSATORY EDUCATION FOR THE CULTURALLY HANDICAPPED.

FLORIDA ST. UNIV., TALLAHASSEE

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.76 17P.

DESCRIPTORS *CULTURALLY DISAD-

VANTAGED, *ECONOMICALLY DISADVANTAGED, *LEARNING, *MUSIC, *PERFORMANCE, ATTITUDES, COMPENSATORY EDUCATION, CONCERTS, CULTURE, DISADVANTAGED YOUTH, EVALUATION, OPPORTUNITIES, QUESTIONNAIRES, SELF CONCEPT, SOCIOECONOMIC STATUS, SUB-CULTURE, TRANSFERS, YOUTH.

THE PURPOSE OF THIS STUDY WAS TO DETERMINE THE EFFECTS OF LIVE MUSIC PERFORMANCES UPON ECONOMICALLY AND CULTURALLY DISADVANTAGED CHILDREN. TO EFFECT THE STUDY, A SERIES OF SCHOOL CONCERTS BY OUTSIDE PROFESSIONAL PERFORMERS WAS PRESENTED TO STUDENT AUDIENCES IN DISADVANTAGED SCHOOLS IN THE ESPANOLA VALLEY AND SANTA FE, NEW MEXICO. EVALUATION PROCEDURES WERE ESTABLISHED TO DETERMINE THE EFFECT OF THESE CONCERTS IN TERMS OF HOW MANY MUSIC FACTS THE STUDENTS ACCUMULATED AND HOW MUCH THEIR ATTITUDES WERE CHANGED ABOUT MUSIC. THE METHODOLOGY INCLUDED-(1) OBSERVATIONS BY THE RESEARCHER, (2) INTERVIEWS AND DISCUSSIONS WITH TEACHERS, SCHOOL PRINCIPALS, AND THE CHILDREN, AND (3) THE USE OF SEVERAL QUESTIONNAIRES DESIGNED FOR SELECTED CONCERT SITUATIONS WITH CHILDREN. THE FOLLOWING CONCLUSIONS WERE MADE AS A RESULT OF CHILDREN OBSERVING LIVE MUSIC PERFORMANCES-(1) CHILDREN CAN ACQUIRE FACTS ABOUT THE MUSIC, THE PERFORMERS, THE INSTRUMENTS PLAYED, AND THE PERFORMANCE AS A WHOLE, (2) ATTITUDES MAY BE OBSERVED IN EXPRESSIONS OF THEIR INTEREST IN THE MUSIC AND DESIRE FOR STUDYING AN INSTRUMENT HEARD IN THE PERFORMANCE, AND (3) TRANSFER EFFECTS IN THE AREAS OF ACCULTURATION, AND SPECIFICALLY, SELF-CONCEPT, ARE MOST DIFFICULT TO MEASURE. FURTHER RESEARCH IN THE AREA OF LIVE PERFORMANCES SHOULD INCLUDE THE USE OF STATISTICAL TECHNIQUES AND A DETERMINATION OF THE EFFECTIVENESS OF DIFFERENT METHODS OF PRESENTING MUSIC. (ES)

ED 015 057

24

RC 002 043

IKENBERRY, STANLEY

APPALACHIA EDUCATIONAL LABORATORY. INTERIM REPORT, APRIL 1, 1966.

APPALACHIA EDUCATIONAL LAB., CHARLESTON, W. VA.

REPORT NUMBER BR-6-2900

PUB DATE 04 APR 66

CONTRACT OEC-2-6-000530-0530

EDRS PRICE MF-\$0.50 HC-\$4.44 109P.

DESCRIPTORS *EDUCATIONAL RESEARCH, *OBJECTIVES, *ORGANIZATION, *PROGRAMS, *REGIONAL LABORATORIES, ACADEMIC ACHIEVEMENT, ART, ASPIRATION, BUDGETS, CASE STUDIES (EDUCATION), CHANGING ATTITUDES, COUNSELING PROGRAMS, CULTURAL DISADVANTAGEMENT, CURRICULUM, INFORMATION RETRIEVAL, INTERSCHOOL COMMUNICATION, LANGUAGE INSTRUCTION, PLACEMENT, PRESCHOOL EDUCATION, PRIMARY EDUCATION, STATISTICAL DATA, TRANSITIONAL CLASSES, U. S. OFFICE OF EDUC.

A NATIONAL NETWORK OF EDUCATIONAL LABORATORIES HAS BEEN CREATED TO CONDUCT EDUCATIONAL RESEARCH AND RESEARCH RELATED ACTIVITIES. THE SPECIFIC OBJECTIVES OF THE LA-

BORATORIES ARE-(1) REDUCE CULTURAL DISADVANTAGEMENT, (2) MODERNIZE THE CURRICULUM, (3) COMBAT REGIONAL ISOLATION, (4) IMPROVE THE TRANSITION FROM SCHOOL TO WORK, (5) RAISE EDUCATIONAL ASPIRATIONS AND EXPECTATIONS, AND (6) SPEED THE ADOPTION OF SOUND EDUCATIONAL CHANGE. THE APPALACHIA EDUCATIONAL LABORATORY WAS DESIGNED TO PROVIDE RAPID INTERSCHOOL COMMUNICATION AND INFORMATION EXCHANGE THROUGH COMPUTERIZED INFORMATION RETRIEVAL TECHNIQUES. INCLUDED ARE PROGRAM ABSTRACTS WHICH DESCRIBE A PRESCHOOL EDUCATION PROJECT, A PRIMARY EDUCATION PROGRAM IN LANGUAGE INSTRUCTION, A PROJECT TO RAISE EDUCATIONAL ASPIRATIONS AND ACADEMIC ACHIEVEMENTS, A HIGH SCHOOL COUNSELING AND PLACEMENT PROGRAM, AN ARTS AND HUMANITIES PROGRAM, AND CASE STUDIES IN THE PROCESS OF ATTITUDE CHANGE. THE REPORT CONCLUDES WITH A DESCRIPTION OF THE ORGANIZATION, BUDGET, FORMS, CONSTITUTION OF THE LABORATORY ASSOCIATION, AND STATISTICAL DATA ON THE REGION. (JS)

ED 015 058

RC 002 044

AYER, P. E.
THE ROLE, ORGANIZATION, AND PROGRAM FRAMEWORK OF THE APPALACHIA EDUCATIONAL LABORATORY. SUPPLEMENTAL FINAL REPORT. (TITLE SUPPLIED).
APPALACHIA EDUCATIONAL LAB., CHARLESTON, W. VA.
REPORT NUMBER BR-6-2909-SUPPL
PUB DATE 66
CONTRACT OEC-2-6-000530-0530
EDRS PRICE MF-\$0.25 HC-\$1.80 43P.

DESCRIPTORS *ADMINISTRATIVE ORGANIZATION, *LANGUAGE RESEARCH, *PRIMARY GRADES, *RESEARCH AND DEVELOPMENT CENTERS, *VOCATIONAL EDUCATION, ADMINISTRATOR ROLE, APPALACHIA, EDUCATIONAL RESEARCH, ORGANIZATION, RESEARCH, TEACHING, U. S. DEP. OF EDUC.

THE ROLE, FUNCTION, AND GOALS OF THE APPALACHIA EDUCATIONAL LABORATORY ARE DEFINED AS IT RELATES TO EDUCATIONAL NEEDS OF THE DEPRIVED REGIONS OF OHIO, VIRGINIA, TENNESSEE, KENTUCKY, WEST VIRGINIA, AND PENNSYLVANIA. THE LABORATORY'S BOARD MEMBERS, ORGANIZATION MANAGEMENT, PERSONNEL RESPONSIBILITIES, RELATIONSHIPS, GUIDE LINES, AND POLICIES ARE FORMULATED TO ESTABLISH THE ORGANIZATIONAL STRUCTURE. DISCUSSION IS PRESENTED ABOUT THE MOBILIZATION OF EDUCATIONAL AGENCIES FOR INITIATION OF A SUCCESSFUL SCHOOL-TO-WORK PROGRAM. RESEARCH INTO LANGUAGE LEARNING, AND TEACHING IN PRIMARY GRADES. THE CONSOLIDATED BUDGET FOR JUNE 1, 1966 TO NOVEMBER 30, 1966, AND THE LIST OF BOARD MEMBERS ARE SHOWN. (JH)

ED 015 059

RC 002 048

BELDON, RENA
RECREATIONAL AND CULTURAL OPPORTUNITIES.
PUB DATE 23 OCT 67
EDRS PRICE MF-\$0.25 HC-\$0.16 2P.

DESCRIPTORS *ART APPRECIATION, *CURRICULAR ACTIVITIES, *FINE ARTS, *RECREATIONAL PROGRAMS,

*THEATER ARTS, ART EXPRESSION, ARTISTS, CONCERTS, RECREATIONAL FACILITIES.

RECREATIONAL AND CULTURAL OPPORTUNITIES FOR MOST RURAL YOUTH ARE CENTERED AROUND SCHOOLS, BUT WITH INCREASING EMPHASIS ON ACADEMIC SUBJECTS THE STUDENTS ARE BEING DEPRIVED OF OPPORTUNITIES TO PARTICIPATE IN CERTAIN ACTIVITIES FOR ENJOYMENT ONLY. SUGGESTIONS INCLUDE TAKING THE PERFORMING ARTS TO THE RURAL AREAS, PLANNING ART FESTIVALS THAT WOULD INCLUDE PLAYS, CONCERTS, AND ART SHOWS, AND DEVELOPING RECREATION CENTERS AT THE SCHOOLS, WITH STAFFS TO COORDINATE PROGRAMS AND PROVIDE INSTRUCTION. THE MOST IMPORTANT NEED IS LEADERS WHO HAVE THE ENTHUSIASM TO BUILD A DESIRE IN YOUTH TO BE PARTICIPANTS INSTEAD OF SPECTATORS. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (SF)

ED 015 060

RC 002 049

RUSSELL, GEORGE
AN OVERVIEW OF COMMUNITY AND AREA PLANNING FOR RURAL YOUTH.
PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.
DESCRIPTORS *COMMUNITY PLANNING, *RURAL AREAS, *RURAL YOUTH, CITY GOVERNMENT, COMMUNITY, COMMUNITY INVOLVEMENT, COMMUNITY LEADERS, ECONOMIC DEVELOPMENT, FEDERAL GOVERNMENT, GROUP DYNAMICS, LEADERSHIP, PLANNING, RESOURCES, RESPONSIBILITY, RURAL EDUCATION, STATE GOVERNMENT.

COMPREHENSIVE PLANNING FOR RURAL YOUTH CAN BE ACCOMPLISHED THROUGH THE EXISTING ORGANIZATIONAL STRUCTURE PROVIDED BY RURAL AREAS DEVELOPMENT (RAD), WHOSE CENTRAL IDEA IS ORGANIZING COMMUNITY LEADERS TO IDENTIFY PROBLEMS, INVENTORY RESOURCES, AND FURTHER ORGANIZE AND PLAN TO DO SOMETHING ABOUT THESE PROBLEMS. HOWEVER, WHEN COMMUNITY LEADERS FAIL TO ASSUME THIS RESPONSIBILITY AT THE LOCAL LEVEL, THE STATE SHOULD TAKE ACTION, AND WHEN STATES FAIL TO MEET THEIR RESPONSIBILITIES, THE FEDERAL GOVERNMENT SHOULD TAKE ACTION. THESE REINFORCEMENTS MUST BE APPLIED WHEN NEEDED, BUT THIS DOES NOT MEAN THAT THE SAME KIND OF PROGRAMS CAN BE UTILIZED TO SOLVE YOUTH PROBLEMS IN EVERY SITUATION. TO INSURE AN EFFECTIVE JOB IN PLANNING FOR SOLUTIONS TO PROBLEMS OF RURAL YOUTH, WE MUST-(1) PROVIDE FACTUAL INFORMATION TO THE DECISION MAKERS, (2) INVOLVE BOTH POLITICIANS AND THOSE NOT SUBJECT TO POLITICAL PRESSURES, (3) TEACH PRINCIPLES OF ECONOMIC DEVELOPMENT, DEMOCRATIC GROUP ACTION, AND LEADERSHIP, (4) DO A BETTER JOB OF PUBLIC RELATIONS, AND (5) PUT MORE EFFORT IN THE PLANNING. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED

JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED 015 061

RC 002 050

MIRENGOFF, WILLIAM
RATIONALIZATION OF THE RURAL-URBAN MIGRATION.

PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *ECONOMIC DISADVANTAGEMENT, *EMPLOYMENT OPPORTUNITIES, *MIGRATION, *RURAL YOUTH, *URBAN AREAS, JOBS, MINORITY GROUPS, RURAL AREAS, RURAL POPULATION, UNEMPLOYMENT.

ALTHOUGH THE PATTERN OF RURAL TO URBAN MIGRATION IS BEGINNING TO SUBSIDE, THE PROBLEMS OF EMPLOYMENT FACED BY THESE RURAL MIGRANTS ARE CONTINUING. PROGRAMS TO DEAL EFFECTIVELY WITH THEIR RELOCATION AND EMPLOYMENT HAVE NOT BEEN DEvised, AND EFFORTS TO DATE HAVE BEEN CURATIVE RATHER THAN PREVENTIVE. A PRACTICAL WAY TO RATIONALIZE THE RURAL-URBAN MOVEMENT WOULD BE THE ESTABLISHMENT OF A SERIES OF "SENDING" AND "RECEIVING" CENTERS IN THE MAJOR AREAS OF MIGRATION. "SENDING" CENTERS, LOCATED IN THE RURAL AREAS, WOULD CHANNEL PEOPLE TO THE "RECEIVING" CENTERS IN THE METROPOLITAN AREAS. THE BASIC OBJECTIVE OF THIS PLAN WOULD BE TO ACHIEVE THE BEST MATCH OF JOB LOCATIONS AND PEOPLE. THUS THE PROBLEMS OF RURAL POVERTY AND MIGRATION WOULD BEST BE SOLVED BY COUPLING THE "CENTERS" CONCEPT WITH AN URBAN AND RURAL ECONOMIC DEVELOPMENT POLICY ADDRESSED TO THE QUESTION OF HOW AND WHERE FUTURE POPULATION CAN BEST BE ASSIMILATED. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED 015 062

RC 002 052

ALLER, CURTIS C.
THE EXPANDING RANGE OF OCCUPATIONAL AND TRAINING SERVICES FOR RURAL YOUTH.

PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *OCCUPATIONS, *PROGRAMS, *RURAL AREAS, *RURAL YOUTH, *TRAINING, AMERICAN INDIANS, ASPIRATION, FAMILY (SOCIOLOGICAL UNIT), LOW INCOME, MIGRATION, MINORITY GROUPS, NEGROES, ORIENTATION, RURAL POPULATION, VALUES.

THE VALUE ORIENTATION OF MANY RURAL YOUTH FAILS TO BRING ABOUT SUCCESSFUL TRANSITION INTO THE COUNTRY'S LABOR FORCE. THIS FAILURE IS MORE PRONOUNCED WITH THOSE YOUTH WHO EXPERIENCE EXTREME ECONOMIC DEPRIVATION, ESPECIALLY IF THEY ARE FROM A MINORITY GROUP SUCH AS NEGROES, SPANISH AMERICANS, OR INDIANS. THE GOVERNMENT HAS A RESPONSIBILITY FOR PROVIDING ASSISTANCE TO COMMUNITIES, IN-

DUSTRIES, AND INDIVIDUALS TO ALLEVIATE MANPOWER PROBLEMS INVOLVED IN THE RURAL TO URBAN TRANSITION. TWO BASIC ELEMENTS NEEDED IN A MANPOWER PROGRAM GEARED TO THE PROBLEMS OF RURAL YOUTH ARE—(1) AN IMPROVED SYSTEM OF INFORMATION ABOUT EMPLOYMENT OPPORTUNITIES, AND (2) A NEED FOR ECONOMIC ASSISTANCE THROUGH EXPANDING JOB OPPORTUNITIES. SOME PROGRAMS WHICH HAVE AFFORDED TRAINING TO MANY RURAL YOUTH INCLUDE—THE MANPOWER DEVELOPMENT AND TRAINING ACT, THE ECONOMIC DEVELOPMENT AND PUBLIC WORKS ACT, THE ECONOMIC OPPORTUNITY ACT, AND THE VOCATIONAL EDUCATION ACT. THROUGH THE CONTINUATION AND EXTENSION OF THESE TYPES OF PROGRAMS A SMOOTHER TRANSITION WILL BE REALIZED BY RURAL YOUTH. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED 015 063

RC 002 053

LOGSDON, DONALD N.
COMPREHENSIVE HEALTH SERVICES FOR THE RURAL POOR.
PUB DATE 23 OCT 67
EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *AGRICULTURAL LABORERS, *HEALTH SERVICES, *RURAL AREAS, *RURAL YOUTH, DENTAL HEALTH, HEALTH EDUCATION, MIGRANTS, NURSING, NUTRITION, PARTICIPANT INVOLVEMENT, SANITATION, SOCIAL SERVICES.

SEVERAL WRITERS HAVE DEPICTED AGRICULTURAL MIGRANTS AS BEING ONE OF THE MOST DEPRIVED GROUPS IN OUR COUNTRY. HOWEVER, THE NON-MIGRANT AGRICULTURAL WORKERS, WHO FAR OUTNUMBER THE MIGRANTS, ALSO LIVE IN EXTREMELY POOR CIRCUMSTANCES AND ARE VIRTUALLY UNNOTICED BECAUSE THEY DO NOT DRAW ATTENTION THROUGH MIGRATION. BOTH OF THESE GROUPS ARE IN DIRE NEED OF COMPREHENSIVE HEALTH SERVICE, BUT ONLY THE MIGRANTS RECEIVE A LIMITED AMOUNT OF CARE. A COMPREHENSIVE HEALTH PROGRAM FOR THE RURAL POOR SHOULD INCLUDE—FAMILY HEALTH SERVICES, CLINICS, A HOSPITALIZATION PLAN, FAMILY ORIENTED NURSING, DENTAL CARE, HEALTH EDUCATION, NUTRITIONAL SERVICES, AND SOCIAL SERVICES. THESE RURAL HEALTH PROGRAMS SHOULD INVOLVE RURAL YOUTH IN SOME MANNER, SUCH AS THE CANDY STRIPERS, FOR ONLY THROUGH THIS KIND OF INVOLVEMENT WILL THERE BE LASTING BENEFIT. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED 015 064
VENN, GRANT

RC 002 055

VOCATIONAL EDUCATION AND RURAL YOUTH.

PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *EMPLOYMENT OPPORTUNITIES, *MIGRATION, *RURAL EDUCATION, *RURAL POPULATION, ADULT EDUCATION, AGRICULTURE, BUSINESS, COLLEGES, EDUCATION, EDUCATIONAL PROGRAMS, GOVERNMENT (ADMINISTRATIVE BODY), INDUSTRY, MIGRANTS, PROGRAM COSTS, RURAL YOUTH, SCHOOL RESPONSIBILITY, SCHOOLS, VOCATIONAL EDUCATION.

THE RURAL POPULATION IS RAPIDLY MOVING INTO THE CITIES IN SEARCH OF EMPLOYMENT OPPORTUNITY, BUT MANY OF THESE RURAL MIGRANTS ARE UNABLE TO OBTAIN EMPLOYMENT DUE TO A LACK OF EDUCATION. TO COMBAT THIS SITUATION, SCHOOLS SHOULD OFFER MORE VOCATIONAL EDUCATION. FOUR PREMISES THAT ARE VITAL FOR A SUCCESSFUL EDUCATIONAL PROGRAM ARE—(1) IT COSTS LESS TO TRAIN STUDENTS BEFORE THEY LEAVE SCHOOL, (2) SCHOOLS MUST DEVELOP PROGRAMS THAT WILL KEEP STUDENTS IN SCHOOL, (3) SCHOOLS MUST ASSUME RESPONSIBILITY FOR HELPING STUDENTS MAKE THE TRANSITION FROM SCHOOL TO THE NEXT STEP IN LIFE, AND (4) SCHOOLS AND COLLEGES MUST BECOME MORE INVOLVED IN ADULT EDUCATION. IN ADDITION TO THE RESPONSIBILITIES OF THE SCHOOLS, BUSINESS, INDUSTRY, AND GOVERNMENT SHOULD ENTER INTO FULL PARTNERSHIP WITH EDUCATION. FURTHER HELP CAN BE GIVEN TO RURAL YOUTH BY DEVELOPMENT OF A RURAL EDUCATION PROGRAM WITH EMPHASIS ON AGRICULTURAL PRODUCTION. EMPLOYMENT OPPORTUNITIES IN RELATED FIELDS SHOULD ALSO BE MADE KNOWN TO STUDENTS. THE SPEECH CONCLUDES WITH SEVERAL QUOTES OF PRESIDENT JOHNSON PERTAINING TO THE IMPORTANCE OF AGRICULTURE IN THE FUTURE OF OUR NATION. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (JS)

ED 015 065

RC 002 056

DANIELS, LINCOLN
RURAL YOUTH DELINQUENCY—SOME QUESTIONS AS WE LOOK AHEAD.
PUB DATE 23 OCT 67
EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *DELINQUENCY PREVENTION, *RURAL AREAS, *RURAL YOUTH, BEHAVIOR, COMMUNITY SERVICES, DELINQUENCY, DELINQUENT BEHAVIOR, NEEDS, PLANNING, SOCIAL INFLUENCES.

PROGRESSIVE URBANIZATION AND INDUSTRIALIZATION HAVE RESULTED IN HIGHER JUVENILE DELINQUENCY RATES, AND WHILE THE MIGRATION FROM RURAL TO URBAN AREAS SEEMS TO BE STABILIZING, DELINQUENCY HAS BEEN AND WILL CONTINUE TO BE MORE OF A PROBLEM IN URBAN THAN RURAL AREAS. IN MANY CASES RURAL AREAS ARE CONFRONTED WITH A LACK OF PROPER DETENTION FACILITIES AND PRACTICE UNSOUND PROBATION SERVICES LEADING TO EXCESSIVE OR UNNECESS-

ARY COMMITMENTS TO JUVENILE INSTITUTIONS. TO ALLEVIATE DELINQUENCY ON A SOUND SYSTEMATIC BASIS, THE SCHOOLS SHOULD BE THE MAIN AXIS AROUND WHICH A COMMUNITY PROGRAM WOULD REVOLVE. THROUGH SUCH A COMMUNITY DELINQUENCY PROGRAM, RURAL YOUTH WOULD BE AFFORDED EQUAL OPPORTUNITIES TO BENEFIT FROM PROFESSIONAL SERVICES WHICH ARE NOT CURRENTLY AVAILABLE TO MANY OF THEM. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED 015 066

RC 002 057

MERCURE, ALEX P.
SPECIAL PROBLEMS OF RURAL MINORITY GROUP YOUTH.
PUB DATE 23 OCT 67
EDRS PRICE MF-\$0.25 HC-\$0.16 2P.

DESCRIPTORS *EDUCATIONAL NEEDS, *RURAL YOUTH, *SPANISH AMERICANS, COCURRICULAR ACTIVITIES, CULTURAL FACTORS, DROPOUT RATE, ECONOMICALLY DISADVANTAGED, EMPLOYMENT OPPORTUNITIES, HEALTH, MIGRATION, MINORITY GROUPS, RECREATIONAL FACILITIES, RURAL SCHOOLS.

SPANISH AMERICAN RURAL YOUTH ARE SERIOUSLY HANDICAPPED BY A COMPLEXITY OF PROBLEMS, SUCH AS GEOGRAPHIC ISOLATION, CULTURAL FACTORS, LOCAL ECONOMIC DEPRESSION, AND OUT-MIGRATION TO CITIES. ECONOMIC LIMITATIONS COMBINED WITH THE ISOLATION OF THESE PEOPLE TEND TO PERPETUATE HEALTH PROBLEMS. USUALLY, MEDICAL FACILITIES ARE NOT READILY AVAILABLE, AND WHERE THEY ARE, IN MANY CASES THE PEOPLE ARE UNABLE TO AFFORD THEM. MANY OF THESE YOUNGSTERS BECOME SCHOOL DROPOUTS, AND, CONSEQUENTLY, EMPLOYMENT OPPORTUNITIES WHICH ARE VIRTUALLY NONEXISTENT, ARE LIMITED EVEN FURTHER. RURAL SCHOOLS, FOR THE MOST PART, HAVE FAILED TO DEVELOP PROGRAMS WHICH ADEQUATELY PREPARE THESE YOUTH FOR THEIR RELATION TO THE GREATER AMERICAN ENVIRONMENT. CONSOLIDATED RURAL SCHOOL SYSTEMS SHOULD ENCOURAGE THE CONCEPT OF THE COMMUNITY SCHOOL AND DEVELOP CURRICULA WHICH WILL MEET THE NEEDS OF SPANISH AMERICAN RURAL YOUTH. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1968, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED 015 067

RC 002 059

GANN, ELBIE L.
UPGRADING ISOLATED SMALL SCHOOL PROGRAMS, THE WESTERN STATES SMALL SCHOOLS PROJECT.
PUB DATE 23 OCT 67
EDRS PRICE MF-\$0.25 HC-\$0.96 22P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *ISOLATED SCHOOLS, *SMALL SCHOOLS, *WESTERN STATES, *YOUTH OPPORTUNITIES.

OPMENT, *EDUCATIONAL PRACTICE, *INSTRUCTIONAL IMPROVEMENT, *PROJECTS, *SMALL SCHOOLS, BOARDS OF EDUCATION, COMMUNITY SUPPORT, CORRESPONDENCE COURSES, FACULTY, HIGH SCHOOLS, LEARNING, MULTIGRADED CLASSES, MULTIMEDIA INSTRUCTION, NONGRADED SYSTEM, PROGRAMED MATERIALS, SCHOOL REDISTRICTING, SHARED SERVICES, TEACHER AIDES, TEACHING METHODS, TEAM TEACHING,

THE HISTORY OF SMALL SCHOOLS REVEALS THAT EVEN AFTER MASSIVE REDISTRICTING IN THE 1960'S THERE WERE OVER 5000 SMALL HIGH SCHOOLS IN THE UNITED STATES WHICH COULD NOT BE REDISTRICTED. MOST OF THESE SCHOOLS WERE FINANCIALLY UNABLE TO PUT MORE MONEY INTO THEIR PROGRAMS, AND AS A RESULT MANY BECAME INVOLVED IN PROJECTS (10 ARE DESCRIBED HERE) WHICH WERE TO BE ATTEMPTED IMPROVEMENTS IN THE TEACHING-LEARNING PROCESS. MULTIGRADED CLASSES, CORRESPONDENCE COURSES, MULTIMEDIA INSTRUCTION, PROGRAMED MATERIALS, CURRICULUM DEVELOPMENT, AND SHARED SERVICES WERE AMONG THE PRACTICES ATTEMPTED IN DIFFERENT AREAS. THE SPECIFIC PRACTICES THAT SEEMED TO HOLD MOST PROMISE FOR SMALL SCHOOLS WERE THE NONGRADED SYSTEM, TEAM TEACHING, TEACHER AIDES, AND INDIVIDUALIZED INSTRUCTION IN THE ONE-TEACHER SCHOOL. IT APPEARS TO BE TRUE THAT ADOPTION OF THE AFOREMENTIONED EDUCATIONAL PRACTICES CAN HELP PREVENT THE ISOLATED SMALL SCHOOL FROM BEING INFERIOR IF THERE IS COMMUNITY SUPPORT, BOARD OF EDUCATION SUPPORT, AND IF AN EXPERIENCED AND HIGHLY TRAINED FACULTY CAN BE EMPLOYED. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (JS)

ED 015 068

RC 002 060

SCHAFER, WALTER E.

APPROACHES TO JUVENILE DELINQUENCY PREVENTION AND TREATMENT IN RURAL SETTINGS. RURAL AND SMALL-TOWN DELINQUENCY-NEW UNDERSTANDING AND APPROACHES. PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS *COMMUNITY, *DELINQUENCY, *FAMILY (SOCIOLOGICAL UNIT), *RURAL AREAS, *SCHOOLS, ACADEMIC ACHIEVEMENT, ACADEMIC FAILURE, ACTIVITIES, ATTITUDES, BACKGROUND, BEHAVIOR PROBLEMS, CONDUCT, NEGATIVE ATTITUDES, PERSONALITY, PSYCHOLOGY, SELF CONCEPT, SOCIAL ORGANIZATIONS, SOCIAL SERVICES, STUDENTS, YOUTH AGENCIES.

ALTHOUGH THERE IS A LOWER DELINQUENCY RATE IN RURAL AREAS, THE PROBLEM OF DELINQUENCY IS OF MAJOR CONCERN. THE NATURE OF DELINQUENT ACTS IS USUALLY IN THE FORM OF MINOR BURGLARY, TRESPASSING, AND GENERAL MISCONDUCT, WHILE CHARACTERISTICS OF THE DELINQUENTS INCLUDE LACK OF ACADEMIC ACHIEVEMENT, NEGATIVE ATTITUDES TOWARD

SELF AND COMMUNITY, CHOICE OF FRIENDS WITH SIMILAR ATTITUDES, AND WITHDRAWAL FROM CONVENTIONAL ACTIVITIES. FAMILIES CONTRIBUTE TO DELINQUENCY BY CREATING DISTURBED PERSONALITIES, FAILING TO TEACH AND ENFORCE PROPER CONDUCT, AND BY FAILING TO PROVIDE THE PSYCHOLOGICAL BACKGROUND FOR ACADEMIC ACHIEVEMENT. THE SCHOOL AIDS DELINQUENCY BY CONTRIBUTING TO ACADEMIC FAILURE, GENERATING DISCONTENT OR APATHY AMONG STUDENTS, CREATING AN UNREALISTIC CURRICULUM FOR NON COLLEGE BOUND YOUTH, AND ALIENATING FAILING STUDENTS. THE COMMUNITY ALSO AIDS DELINQUENCY THROUGH LACK OF INTEREST IN SOCIAL ORGANIZATIONS, LACK OF ADEQUATE SOCIAL SERVICES, ABSENCE OF COORDINATION AMONG YOUTH-SERVING AGENCIES, LACK OF CORRECT GOAL DISCRIMINATION IN EFFORTS TO EFFECT CHANGES, AND SEGREGATION OF THE YOUNG VIOLATOR FROM THE COMMUNITY. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (JS)

ED 015 069

RC 002 061

HUESSY, HANS R.

RURAL MENTAL HEALTH.

PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *MENTAL HEALTH, *MENTAL HEALTH PROGRAMS, *RURAL AREAS, *RURAL YOUTH, *SERVICES, DAY CARE SERVICES, LEGISLATION, PSYCHIATRISTS, RURAL POPULATION, SOCIAL VALUES, VOLUNTEERS.

THE PROBLEMS OF PROVIDING MENTAL HEALTH PROGRAMS FOR RURAL AREAS MAY BE DIVIDED INTO TWO SECTIONS. IN THE FIRST SECTION, THE PROVISION OF MENTAL HEALTH SERVICES TO RURAL POPULATIONS, A REVIEW OF FEDERAL LEGISLATION PERTAINING TO MENTAL HEALTH LEADS TO THE CONCLUSION THAT REGULATIONS WERE WRITTEN FOR URBAN AREAS TO THE EXCLUSION OF RURAL AREAS. FOR EXAMPLE, THE STRICT ENFORCEMENT OF SOME OF THESE REGULATIONS WOULD NOT PERMIT THE DIFFERENT APPROACHES IN RURAL AREAS NECESSARY TO PROVIDE SUCH MENTAL HEALTH SERVICES AS DAY CARE, EXTENSIVE SPECIALIZATION, AND THE CONSULTATION PROCESS. THE SECOND SECTION RELATES TO THE OPPORTUNITIES FOR MEANINGFUL SERVICE WHICH RURAL YOUTH MAY EXPERIENCE WHILE WORKING IN MENTAL HEALTH PROGRAMS. DUE TO THE SHORTAGE OF MENTAL HEALTH PROFESSIONALS, COLLEGE STUDENTS AND OTHER YOUTH HAVE BEEN UTILIZED TO PROVIDE CERTAIN ASPECTS OF MENTAL HEALTH CARE. THIS PRACTICE HAS PROVEN QUITE SUCCESSFUL, BOTH IN PROVIDING MENTAL HEALTH SERVICE, AND IN GIVING YOUTH A SENSE OF WORTH AND DIGNITY WHILE PERFORMING A MEANINGFUL SERVICE FOR MANKIND. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WEL-

FARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED 015 070

RC 002 062

BROWN, MINNIE M.

RECREATIONAL AND CULTURAL OPPORTUNITIES AVAILABLE TO RURAL YOUTH.

PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *CULTURAL OPPORTUNITIES, *RECREATION, *RECREATIONAL ACTIVITIES, *RURAL YOUTH, DISADVANTAGED YOUTH, LOW INCOME, RURAL AREAS, RURAL POPULATION, SOCIOECONOMIC INFLUENCES, YOUTH CLUBS.

WHILE ORGANIZED RECREATIONAL AND CULTURAL OPPORTUNITIES ARE AVAILABLE FOR RURAL YOUTH IN NORTH CAROLINA, THE AMOUNT OF PARTICIPATION BY THIS GROUP IS QUITE LIMITED. SOME OF THESE OPPORTUNITIES ARE PROVIDED THROUGH THE EFFORTS OF 4-H, SINCE A PRIMARY OBJECTIVE OF THIS ORGANIZATION IS THE DEVELOPMENT OF RECREATIONAL AND CULTURAL PARTICIPATION. TO AUGMENT THE EFFORTS OF ORGANIZATIONS PROVIDING RECREATIONAL AND CULTURAL OPPORTUNITIES, THE NORTH CAROLINA RECREATION COMMISSION PROVIDES THE FOLLOWING FREE SERVICES:

(1) STUDYING AND APPRAISING RECREATION INTERESTS, (2) COOPERATING IN THE PROMOTION AND ORGANIZATION OF LOCAL RECREATION SYSTEMS, (3) PLANNING AND FINANCIAL ADVICE, AND (4) TRAINING PROGRAMS FOR RECREATIONAL PERSONNEL AND FOR THE ESTABLISHMENT OF APPROVED RECREATION STANDARDS. TO UTILIZE FULLY THE ESTABLISHED RECREATIONAL AND CULTURAL OPPORTUNITIES, TWO MAJOR NEEDS WILL HAVE TO BE SATISFIED: (1) A GREATER AWARENESS OF THE EXISTING RESOURCES ON THE PART OF ALL CONCERNED, AND (2) THE MOTIVATION OF YOUTH, PARENTS, AND LEADERS AS TO THE VALUE OF PARTICIPATION IN RECREATIONAL AND CULTURAL ACTIVITIES. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED 015 071

RC 002 063

HARVEY, ELLENE.

RECREATION AND CULTURAL OPPORTUNITIES.

PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.16 2P.

DESCRIPTORS *CULTURAL OPPORTUNITIES, *RECREATIONAL ACTIVITIES, *RURAL YOUTH, EMPLOYMENT, NEIGHBORHOOD CENTERS, PARTICIPATION, RECREATION, SOCIAL VALUES.

RECREATIONAL ACTIVITIES AND OPPORTUNITIES SEEM TO BE CLOSELY INVOLVED WITH THE FEDERAL GOVERNMENT, BOTH IN FINANCIAL SUPPORT AND IN THE ACTUAL OPPORTUNITIES POSSIBLE. CONSEQUENTLY, THE TIME IS RIPE FOR THE ORIGIN AND/OR DEVELOPMENT OF ONE OR MORE NEW AGENCIES WITH THE INTERESTS AND NEEDS OF MODERN YOUTH AS THE LEVER FOR THEIR BEGINNING. TO ACCOMPLISH THIS TASK, IT WILL BE NECESSARY TO UTILIZE THE DEMOCRATIC PROCESS WHICH WOULD NECESSARILY INVOLVE THE YOUTH OF

THE NATION. THROUGH THESE EFFORTS, IT MIGHT BE POSSIBLE TO RETURN TO THE SMALL NEIGHBORHOOD CENTER WHERE YOUTH NOT ONLY HAS OPPORTUNITY, BUT RESPONSIBILITY. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED 015 072

RC 002 064

CRAWFORD, PHILIP.
SEASONAL OPPORTUNITIES FOR RURAL YOUTH IN RURAL AREAS.
PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.20 3P.

DESCRIPTORS *AGRICULTURE, *RURAL YOUTH, *SEASONAL EMPLOYMENT, EMPLOYMENT, EMPLOYMENT OPPORTUNITIES, FARM LABOR, FARM LABOR PROBLEMS, RURAL AREAS, YOUTH.

RURAL YOUTH ARE BEING UTILIZED IN ONE CALIFORNIA COMMUNITY TO ALLEVIATE A SHORTAGE OF WORKERS FOR SEASONAL FARM JOBS. NINETY FIVE BOYS BETWEEN THE AGES OF SIXTEEN AND TWENTY WERE ENROLLED IN A TWO DAY FAMILIARIZATION AND SAFETY COURSE ON ORCHARD EQUIPMENT. THE SPECIFIC PURPOSE WAS FOR ORIENTATION AND NOT TO PRODUCE EXPERIENCED EQUIPMENT OPERATORS. THE CROP GROWERS OF THE COMMUNITY VOLUNTEERED THEIR TIME AND EQUIPMENT FOR THE ORIENTATION COURSE. IN ADDITION TO CLASSROOM INSTRUCTION THE BOYS WERE GIVEN A THIRTY MINUTE INSTRUCTIONAL PERIOD WITH EACH OF THE VARIOUS PIECES OF EQUIPMENT USED IN HARVESTING THE CROPS. THE GROWERS REPORTED THAT BOYS WHO RECEIVED THIS TRAINING EARNED FROM \$1.40 TO \$3.00 PER HOUR, WITH SOME EARNING AS MUCH AS \$700.00 DURING THE SEASON. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED 015 073

RC 002 137

BATTLE, MARK
ADJUSTMENT OF RURAL YOUTH TO URBAN ENVIRONMENTS.
PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *EMPLOYMENT OPPORTUNITIES, *PERSONAL ADJUSTMENT, *RURAL YOUTH, *YOUTH EMPLOYMENT, *YOUTH OPPORTUNITIES, PERSONAL INTERESTS, RURAL URBAN DIFFERENCES, SELF CONCEPT, URBAN YOUTH, YOUTH AGENCIES, YOUTH PROGRAMS.

WITHIN THE DEFINITION OF RURAL YOUTH ARE FOUND YOUNG PEOPLE FROM FARMS, MIGRANT STREAMS, SMALL COMMUNITIES, AND ISOLATED HILLS IN APPALACHIA. YET, A COMMONALITY FOUND IS THAT THEY ARE YOUTH AND AS SUCH THEY SHOULD BE DEALT WITH AS TOTAL PERSONS AND NOT AS GROUPS. GOOD EMPLOYMENT PREPARATION PROGRAMS, SUCH AS THE U. S. DEPARTMENT OF LABOR'S PACKAGE, SHOULD BE COMPREHENSIVE, YET PEOPLE-ORIENTED. THE SUCCESS OF ANY YOUTH, RURAL OR URBAN, IN FINDING A SATISFYING ROLE IN LIFE IS NOT DEPENDENT UPON HIS BACKGROUND AS MUCH AS THE PEOPLE WHO HAVE AND WILL INFLUENCE HIM. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (SF)

ED 015 074

RC 002 139

PEARSON, JAMES B.
REVITALIZING RURAL AMERICA-PROBLEMS AND PROMISES.
PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *EMPLOYMENT OPPORTUNITIES, *MIGRATION, *RURAL AREAS, *RURAL DEVELOPMENT, *RURAL YOUTH, COORDINATION, ECONOMIC DEVELOPMENT, ECONOMIC OPPORTUNITIES, EDUCATIONAL OPPORTUNITIES, FEDERAL PROGRAMS, HOUSING, METROPOLITAN AREAS, NEEDS, PROBLEMS, RURAL ECONOMICS, SLUMS, SOCIAL DEVELOPMENT, UNEMPLOYMENT, VOCATIONAL EDUCATION.

THE GROWING NATIONAL COMMITMENT TO THE REVITALIZATION OF RURAL AMERICA STEMS IN LARGE PART FROM RECENT PROBLEMS AND TROUBLES BEING EXPERIENCED IN URBAN AREAS. THESE PROBLEMS HAVE BEEN FURTHER AGGRAVATED BY THE RURAL TO URBAN MIGRATION WHICH TENDS TO INFLATE THE ALREADY OVERCROWDED CITIES. SOME SPECIFIC STEPS WHICH CAN BE TAKEN TO REVITALIZE OUR RURAL COMMUNITIES INCLUDE-(1) PROVISION OF MORE RURAL EMPLOYMENT OPPORTUNITIES, (2) EXPANSION OF RURAL EDUCATIONAL OPPORTUNITIES TO INCLUDE MORE VOCATIONAL EDUCATION, (3) INCREASE IN CREDIT FOR MORE RURAL BUSINESSES, (4) MORE AND IMPROVED RURAL HOUSING, (5) MORE EQUITABLE GEOGRAPHICAL DISTRIBUTION IN FEDERAL SPENDING AND PROCUREMENT PROGRAMS, (6) MORE EFFECTIVE COORDINATION OF FEDERAL PROGRAMS, (7) STRENGTHENING THE INSTITUTION OF THE FAMILY FARM. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED 015 075

RC 002 140

BREATHITT, EDWARD T.
THE STATUS OF RURAL AMERICA.
PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *ECONOMIC DISADVANTAGEMENT, *EDUCATIONAL DISADVANTAGEMENT, *OPPORTUNITIES, *RURAL AREAS, *RURAL YOUTH, HEALTH SERVICES, HOUSING DEFICIENCIES, LOW INCOME, MEDICAL SERVICES, MIGRATION, RECREATIONAL FACILITIES, RURAL EDUCATION, STATUS, VOCATIONAL EDUCATION.

THE YOUTH OF RURAL AMERICA ARE NOT AFFORDED EQUAL EDUCATIONAL OPPORTUNITIES, ARE ECONOMICALLY DISADVANTAGED, EXPERIENCE INADE-

QUATE MEDICAL SERVICES, AND FAIL IN GENERAL TO REALIZE THE ADVANTAGES OF THEIR CITY COUNTERPARTS. THESE CONDITIONS FACING RURAL YOUTH ARE NOT CONFINED TO ANY SINGLE AREA OF THE COUNTRY, BUT ARE WIDESPREAD ENOUGH THAT THEY CONSTITUTE A NATIONAL PROBLEM. THE PROBLEMS OF POVERTY AND MISERY ARE TRANSPORTED FROM THE ISOLATION OF RURAL AREAS TO THE CONGESTED AREAS OF CITIES THROUGH THE MIGRATION OF THE RURAL POPULACE. THIS MASS MIGRATION FROM RURAL TO URBAN AREAS HAS SERVED AT LEAST AS A PARTIAL STIMULANT IN THE RECENT RIOTS OF OUR LARGE CITIES. BY PROVIDING WAYS AND MEANS FOR THE RURAL PEOPLE TO ENJOY FULL AND ABUNDANT LIVES THE TIDE OF MIGRATION MIGHT BE TURNED, WHICH SHOULD ULTIMATELY BENEFIT BOTH RURAL AND URBAN AREAS. WHILE MASSIVE FEDERAL ASSISTANCE WILL BE NECESSARY TO ACCOMPLISH THIS TASK, IT IS NOT A TASK TO BE LEFT ENTIRELY WITH THE FEDERAL GOVERNMENT, BUT WILL NECESSITATE THE COOPERATION, PLANNING, AND FINANCIAL ASSISTANCE OF ALL LEVELS OF GOVERNMENT. THIS PAPER WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED 015 076

RC 002 141

MUELLER, E. W.
PROGRAMS FOR RURAL YOUTH-ARE THEY DOING THE JOB.
PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *COMMUNITY DEVELOPMENT, *ECONOMIC OPPORTUNITIES, *PROGRAMS, *RURAL YOUTH, ADJUSTMENT (TO ENVIRONMENT), ASPIRATION, CHURCH PROGRAMS, CHURCHES, COMMUNITY, EMPLOYMENT, HEALTH EDUCATION, HEALTH SERVICES, LOW INCOME, RURAL AREAS, VALUES.

SINCE 1900, RURAL AMERICA HAS EXPERIENCED AN AIMLESS TRANSITION. PRIOR TO THAT DATE, A WELL ESTABLISHED PATTERN HAD EVOLVED WHICH INCLUDED THE DIVISION OF THE LAND AREA INTO FAMILY FARM UNITS AND TOWNS, WITH SMALL CITIES EMERGING AS TRADE AND SERVICE CENTERS FOR THE FARM POPULATION. DURING THIS PERIOD OF TRANSITION, HOWEVER, CHANGES HAVE BEEN MADE WHICH HAVE NOT ALWAYS REPRESENTED PROGRESS, UNTIL TODAY IT HAS BECOME EVIDENT THAT IF RURAL SOCIETY IS TO PROGRESS, DECISIONS WILL HAVE TO BE MADE WHICH WILL ENRICH PEOPLE'S LIVES AND FOSTER THE WELL BEING OF THE NATION. THE STRENGTH OF THE CHURCH IN THE AREA OF RURAL COMMUNITY DEVELOPMENT IS NOT FOUND IN ITS OWN ACTION PROGRAMS, BUT IN ITS SUPPORT AND CONSTRUCTIVE CRITICISM OF COMMUNITY STRUCTURES, INSTITUTIONS, AND AGENCIES HAVING A RESPONSIBILITY IN THAT DEVELOPMENT. A PRIMARY FUNCTION OF THE CHURCH IS TO HELP MAN ACCEPT HIS RESPONSIBILITY FOR COMMUNITY DEVELOPMENT, WHICH WILL ULTIMATELY RESULT IN THE CORRECTION OF PRESENT DEFICIENCIES IN RURAL YOUTH PROGRAMS AND PROMOTE PROGRESS IN THE LATTER PART OF THE 20TH CENTU-

RY. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED 015 077

RC 002 143

HUMPHREY, HUBERT H.
NEW PROSPECTS FOR RURAL YOUTH.
PUB DATE 23 OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *RURAL AREAS, *RURAL YOUTH, ATTITUDES, COMMUNITY, ECONOMIC DISADVANTAGEMENT, EDUCATION, EMPLOYMENT, EQUAL OPPORTUNITIES (JOBS), FEDERAL GOVERNMENT, FEDERAL PROGRAMS, HEALTH, HOUSING, JOB SKILLS, MIGRATION, OPPORTUNITIES, RACIAL ATTITUDES, YOUTH.

WHEN THE MATERIAL WEALTH OF OUR NATION IS COUPLED WITH OUR GREATEST NATURAL RESOURCE, THE YOUTH OF AMERICA, THE PROSPECTS OF A BRIGHT FUTURE BECOME EXCELLENT, AND EACH OF THESE YOUNG PEOPLE DESERVES THE ASSURANCE THAT HE OR SHE WILL SHARE FULLY IN THESE PROSPECTS. HOWEVER, UP TO THE PRESENT, ONE SEGMENT OF OUR YOUTH GROUP, THE RURAL PORTION, HAS FAILED TO SHARE EQUALLY IN THE WEALTH AND OPPORTUNITIES OF OUR NATION. TO OVERCOME THIS INEQUITY, FEDERAL, STATE, AND LOCAL GOVERNMENT MUST MAKE IT POSSIBLE FOR RURAL YOUTH TO HAVE THE SAME OPTIONS AND OPPORTUNITIES AS THE YOUTH OF OUR CITIES. OF THESE THREE LEVELS OF GOVERNMENT, THE LOCAL ECHELON IS THE MOST IMPORTANT AND SHOULD PROVIDE THE IMAGINATION, CREATIVITY, AND INITIATIVE FOR SOLVING THE PROBLEMS OF RURAL AREAS. OUR LOCAL GOVERNMENT MUST FIRST COME TO GRIPS WITH LINGERING SOCIAL AND RACIAL INJUSTICE, THEN ESTABLISH GOOD EDUCATIONAL PROGRAMS, WHICH WILL ULTIMATELY LEAD TO OPEN SOCIETIES WITH FULL OPPORTUNITY FOR ALL YOUTH. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ED 015 078

RC 002 160

GUZMAN, RALPH
MEXICAN-AMERICAN STUDY PROJECT. ADVANCE REPORT 3, REVISED BIBLIOGRAPHY.

CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER AR-3
PUB DATE MAY 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CULTURAL IMAGES, *MEXICAN AMERICANS, *SELF CONCEPT, *SPANISH CULTURE, *VALUES, BIBLIOGRAPHIES, BILINGUALISM, CONCEPT FORMATION, DISCRIMINATORY ATTITUDES (SOCIAL), LATIN AMERICAN CULTURE, LITERATURE, MEXICAN AMERICAN HISTORY, RELIGION, SOCIOECONOMIC BACKGROUND, SOCIOECONOMIC INFLUENCES, SPANISH AMERICANS.

THE SOCIOLOGICAL, CULTURAL, AND HISTORICAL ACCOUNTS OF THE SPANISH AMERICAN AND MEXICAN AMERICAN

FROM 1914 TO THE PRESENT ARE LISTED IN THIS COMPREHENSIVE, NON-ANNOTATED BIBLIOGRAPHY. IT INCLUDES BOOKS, UNPUBLISHED DOCTORAL DISSERTATIONS, MASTERS THESES, JOURNAL ARTICLES, AND OTHER MATERIALS. A BRIEF ESSAY RELATING TO THE INDIVIDUAL'S SEARCH FOR SELF-CONCEPT AND TO THE FALSE MEXICAN IMAGE WHICH OUR COMMUNICATION MEDIA HAVE FOSTERED IS UTILIZED AS A PREFACE. THIS BIBLIOGRAPHY IS INTENDED FOR RESEARCHERS, CURRICULUM PLANNERS, TEACHERS, AND OTHERS WHOSE INTEREST MAY BE ORIENTED TOWARD THESE GROUPS. THIS BIBLIOGRAPHY IS AVAILABLE FOR \$1.00 FROM THE MEXICAN-AMERICAN STUDY PROJECT, GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, UCLA, LOS ANGELES, CALIFORNIA 90024. (WN)

ED 015 079

RC 002 161

SAMORA, JULIAN LAMANNA, RICHARD A.
MEXICAN-AMERICAN STUDY PROJECT. ADVANCE REPORT 8, MEXICAN-AMERICANS IN A MIDWEST METROPOLIS-A STUDY OF EAST CHICAGO.

CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER AR-8
PUB DATE JUL 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMPARATIVE ANALYSIS, *EMPLOYMENT, *HISTORY, *INTERGROUP RELATIONS, *MEXICAN AMERICANS, ADJUSTMENT PROBLEMS, COMMUNITY, DELINQUENCY, DEMOGRAPHY, EAST CHICAGO, EDUCATION, FAMILY (SOCIOLOGICAL UNIT), HOUSING, IMMIGRANTS, INCOME, MIGRATION, NATIONALISM, POLITICAL INFLUENCES, RELIGION, RURAL URBAN DIFFERENCES, SOCIAL WELFARE, SPANISH SPEAKING, STATUS, VALUES.

MEXICAN AMERICANS WHO HAVE MIGRATED TO THE INDUSTRIAL COMPLEX OF EAST CHICAGO ARE ANALYZED TO DETERMINE THE VALIDITY OF A HYPOTHESIS THAT THIS GROUP WAS PROVIDED OPPORTUNITIES NOT AVAILABLE TO THEIR COUNTERPARTS IN THE SOUTHWEST FOR ASSIMILATION INTO THE COMMUNITY. A CONCISE REPORT ON THE HISTORY OF THE MEXICAN-AMERICAN COLONY IN EAST CHICAGO, ITS GROWTH INTO A COMMUNITY, FAMILY TRADITIONS, AND CHURCH RELATIONS IS INCLUDED. EDUCATION AND ITS EFFECTS, PATTERNS OF EMPLOYMENT AND OCCUPATIONAL STATUS, INTERNAL COHESION AND POLITICAL INFLUENCE, AND PERSONAL AND SOCIAL ADJUSTMENT STUDIES ARE SUPPORTED BY GRAPHS, CHARTS AND TABLES. IT WAS DETERMINED THAT THE HYPOTHESIS WAS NOT VALID AND THAT GEOGRAPHIC DISPERSION BEYOND THE SOUTHWEST DID NOT NECESSARILY RESULT IN CONSPICUOUS STATUS BENEFITS UNOBTAINABLE IN THE SOUTHWEST. THE REPORT CONCLUDES THAT THERE IS VERY LITTLE VARIATION IN SOCIOECONOMIC POSITION BY MEXICAN-AMERICANS MIGRATING TO AN INDUSTRIAL COMPLEX, IN REFERENCE TO GROUP ASSIMILATION, COMPARED TO THEIR SOUTHWESTERN NEIGHBORS. THIS REPORT IS AVAILABLE FOR \$2.00 FROM THE DIVISION OF RESEARCH, GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, UNIVERSITY OF CALIFORNIA, LOS ANGELES, CALIFORNIA 90024. (WN)

ED 015 080

RE 000 152

MILLER, JUSTIN H.
TRENDS IN ADULT READING.
PUB DATE DEC 66

EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *ADULT EDUCATION, *EDUCATIONAL TRENDS, *READING PROGRAMS, *RESEARCH PROJECTS, ADULT READING PROGRAMS, COLUMBIA HOME STUDY COURSE, INNER SPEECH (SUBVOCAL), NATIONAL READING CONFERENCE, NEW YORK UNIVERSITY, PROGRAM ADMINISTRATION, PROGRAM DEVELOPMENT, READING PROCESSES, READING SPEED, SPEED READING, TEACHING TECHNIQUES.

TRENDS EVIDENT IN ADULT READING DURING THE 1960'S IN THE AREAS OF ADMINISTRATION, PROGRAMS, TEACHING, TECHNIQUES, RESEARCH PROJECTS, AND METHODS OF PROMOTION OF READING PROGRAMS ARE DISCUSSED. TWO INSTANCES OF COMMERCIAL EXPLOITATION BASED ON INTENSE AND OFTEN FALLACIOUS ADVERTISING AND ON PUBLIC IGNORANCE ARE CITED. A POSITIVE TREND IN THE AREA OF RESEARCH ON THE NATURE OF ADULT READING IS NOTED. THE FINDINGS OF STUDIES ON HIGH SPEED READING BY SPACHE, TAYLOR AND LIDDLE, THALBERG AND ELLER, STEPHENS AND ORAM, AND SHALE ARE REVIEWED. MORE RESEARCH IS RECOMMENDED IN THE AREA OF INNER OR SUBVOCAL SPEECH. ANOTHER POSITIVE TREND IS TOWARD THE DEVELOPMENT OF READING PROGRAMS FOR BUSINESS AND INDUSTRIAL CONCERNS. THE ROLE OF THE UNIVERSITY, PARTICULARLY OF NEW YORK UNIVERSITY, IN FOSTERING THE DEVELOPMENT AND SUPERVISION OF BUSINESS AND INDUSTRIAL PROGRAMS IS DISCUSSED. (LS)

ED 015 081

RE 000 216

MCCRACKEN, ROBERT A.

A TWO-YEAR LONGITUDINAL STUDY TO DETERMINE THE ABILITY OF FIRST GRADE CHILDREN TO LEARN TO READ USING THE EARLY-TO-READ I/T/A PROGRAM.

WASHINGTON OFF. STATE SUPT. PUB. INSTR., OLYMPIA

REPORT NUMBER RR-07-07-1967
PUB DATE JUN 67

EDRS PRICE MF-\$0.50 HC-\$3.00 75P.

DESCRIPTORS *BEGINNING READING, *GRADE 1, *GRADE 2, *INITIAL TEACHING ALPHABET, *READING INSTRUCTION, BASIC READING, BELLINGHAM, MUKILTEO, MUKILTEO SCHOOL DISTRICT 36, OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, OLYMPIA, READING TESTS, WASHINGTON, WESTERN WASHINGTON STATE COLLEGE.

A 2-YEAR STUDY OF THE ABILITY OF FIRST GRADERS TO LEARN TO READ USING THE "EARLY-TO-READ I/T/A" SERIES WAS CONDUCTED. SIXTY-ONE FIRST GRADERS IN ROSE HILL ELEMENTARY SCHOOL, MUKILTEO, WASHINGTON, WERE RANDOMLY ASSIGNED TO AN EXPERIMENTAL GROUP USING THE I/T/A SERIES AND TO A CONTROL GROUP USING THE "GINN BASIC READERS." THREE RANDOMLY CHOSEN FIRST-GRADE CLASSES SERVED AS THE SUBCONTROL GROUP. ACCORDING TO READINESS TESTS, AN INTELLIGENCE SCALE, AND AN ALPHABET KNOWLEDGE TEST, THE EXPERIMENTAL AND CONTROL GROUPS WERE NOT SIGNIFICANTLY DIFFERENT. ABOUT 160 BEGINNING READING TRADE BOOKS WERE TRANSLITERATED FOR THE EXPERIMENTAL GROUP. TRADITIONAL EDITIONS WERE MADE AVAILABLE TO THE CONTROL GROUP. OTHER TESTS GIVEN WERE THE GRAY ORAL READING TESTS, THE STANDARD READING INVENTORIES, AND THE STANFORD ACHIEVEMENT TESTS. RESULTS INDICATED THAT THERE WERE

NO SIGNIFICANT DIFFERENCES IN FIRST-GRADE ACHIEVEMENT, IN SECOND-GRADE ACHIEVEMENT, OR IN OVERALL READING ACHIEVEMENT BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS. BOTH GROUPS WERE SUPERIOR TO THE SUBCONTROL GROUP. THE EXPERIMENTAL GROUP READ SIGNIFICANTLY BETTER THAN THE OTHER TWO GROUPS WHEN READING I/T/A MATERIALS AND CONSISTENTLY SCORED HIGHEST. THE SUBCONTROL GROUP CONSISTENTLY SCORED LOWEST. (NS)

ED 015 082

RE 000 217

YONAS, ALBERT GIBSON, ELEANOR J. A DEVELOPMENTAL STUDY OF FEATURE-PROCESSING STRATEGIES IN LETTER DISCRIMINATION.

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *PERCEPTUAL MOTOR LEARNING, *REACTIVE BEHAVIOR, DISCRIMINATION LEARNING, PATTERNED RESPONSES, RESPONSE MODE, RETENTION, VISUAL DISCRIMINATION.

A STUDY WAS CONDUCTED TO DETERMINE WHETHER PEOPLE CAN CHANGE THEIR PERCEPTUAL PROCESSING STRATEGIES TO INCLUDE TESTS FOR THE PRESENCE OF ONLY THOSE STIMULUS FEATURES NECESSARY FOR THE TASK AT HAND. LEARNING DURING PRACTICE AND THE EFFECT OF AGE ON THE ABILITY TO USE OPTIMAL STRATEGIES WERE INVESTIGATED. A DISJUNCTIVE REACTION TIME PROCEDURE WAS EMPLOYED. ROMAN CAPITAL LETTERS WERE DIVIDED INTO POSITIVE AND NEGATIVE SETS, AND THERE WERE 135 TRIALS FOR EACH OF THREE CONDITIONS. THE PERFORMANCE OF SECOND AND SIXTH GRADERS WAS COMPARED WITH THE PERFORMANCE OF COLLEGE SOPHOMORES. REACTION TIME AND ERRORS WERE RECORDED. A MIXED ANALYSIS OF COVARIANCE WAS RUN FOR GRADE, CONDITION, AND PRACTICE AS FACTORS. RESULTS INDICATE THAT PERCEPTUAL LEARNING DID OCCUR AND THAT MOTOR SKILLS DID IMPROVE, ALTHOUGH DIFFERENTIAL RATE OF IMPROVEMENT WAS NOT ACCOUNTED FOR. FIGURES ARE INCLUDED. (MC)

ED 015 083

RE 000 246

EDWARD, SISTER MARY A WORKSHOP APPROACH TO READING PROBLEMS.

PUB DATE 4 MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *ELEMENTARY SCHOOL TEACHERS, *INSERVICE EDUCATION, *INSTRUCTIONAL IMPROVEMENT, *READING INSTRUCTION, *SUMMER INSTITUTES, CLARKE COLLEGE, CLARKE COLLEGE NDEA INSTITUTE IN READING, DUBUQUE, IOWA, PRACTICUMS, READING IMPROVEMENT.

CLARKE COLLEGE IN DUBUQUE, IOWA, INITIATED AN NDEA SUMMER INSTITUTE IN READING IN 1966 TO UP GRADE ELEMENTARY READING INSTRUCTION AND TO CHECK UNDERACHIEVEMENT AMONG ITS ELEMENTARY SCHOOL CHILDREN. THE PROBLEMS INVOLVED WITH WORD RECOGNITION, TECHNIQUES OF QUESTIONING, COMPREHENSION, STUDY SKILLS, CRITICAL READING, CREATIVE READING, READING READINESS, AND THE LANGUAGE ARTS WERE STUDIED. ACTIVITIES AT THE INSTITUTE INCLUDED RESEARCH WORK BY THE PARTICIPANTS, DISCUSSIONS OF LECTURES GIVEN BY READING EXPERTS, OBSERVA-

TION-DEMONSTRATIONS, EVALUATIONS OF CURRENT THEORIES AND INSTRUCTIONAL AIDS, AND THE PRACTICUM. THE PRACTICUM PROVIDED EXPERIENCES IN TEACHING DEVELOPMENTAL READING, READING IN THE CONTENT AREAS, DIAGNOSTIC TEACHING IN GROUP SITUATIONS, AND THE USE OF A VARIETY OF TECHNIQUES AND INSTRUCTIONAL AIDS WITH LEARNERS OF DIFFERENT ABILITIES. THE PARTICIPANTS EVALUATED THEIR EXPERIENCES TWICE-ONCE AT THE END OF THE INSTITUTE AND AGAIN THE FOLLOWING DECEMBER. THE RESPONSES WERE GENERALLY FAVORABLE. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 4-6, 1967). (NS)

ED 015 084

RE 000 250

FRIED, GLORIA E.

DIFFERENTIATING OBJECTIVES AND BEHAVIORS IN A CITY-WIDE CURRICULUM GUIDE IN READING.

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.76 17P.

DESCRIPTORS *CURRICULUM CONTENT, *DEVELOPMENTAL READING, *GUIDELINES, *PROGRAM EVALUATION, *READING INSTRUCTION, BASIC SKILLS, BEHAVIOR PATTERNS, CONTENT READING, ENRICHMENT ACTIVITIES, GRADE CHARTS, LEARNING MOTIVATION, NEW JERSEY, READING CURRICULUM GUIDE, REMEDIAL READING, TRENTON.

THE GOALS AND PATTERNS OF THE READING CURRICULUM FOR KINDERGARTEN TO GRADE 12 IN TRENTON, NEW JERSEY, ARE PRESENTED IN A RESOURCE BOOK WHICH INCLUDES DESCRIPTIVE STATEMENTS OF LEARNER CHARACTERISTICS AND CHARTS TO BE READ HORIZONTALLY FOR SKILLS AT EACH DEVELOPMENTAL LEVEL AND VERTICALLY FOR SKILLS PROGRESSING FROM KINDERGARTEN THROUGH GRADE 12. SOME OF THE TOPICS DISCUSSED ARE THE ROLE OF THE COORDINATOR FOR DEVELOPMENTAL AND CORRECTIVE READING, INSERVICE TRAINING, THE DIFFERENTIATION OF LEARNING BEHAVIORS FOR CONTINUOUS INSTRUCTION, AND THE CONTINUAL EVALUATION OF TEACHING TECHNIQUES AND RELATED PUPIL BEHAVIORS. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 4-6, 1967). (MC)

ED 015 085

RE 000 252

GEHRING, KATHRYN B.

DYSLEXIA-READING DISABILITY WITH NEUROLOGICAL INVOLVEMENT.

PUB DATE 1 MAR 66

EDRS PRICE MF-\$0.25 HC-\$1.16 27P.

DESCRIPTORS *DYSLEXIA, *NEUROLOGY, *TEACHING METHODS, MULTISENSORY LEARNING, NEUROLOGICALLY HANDICAPPED, READING INSTRUCTION, SPEECH HANDICAPS, SYMBOLIC LEARNING, VISUAL PERCEPTION.

THE SYMPTOMATOLOGY AND TREATMENT OF DYSLEXIA ARE DISCUSSED. A DESCRIPTION OF THE DYNAMIC NATURE OF DYSLEXIA, INCLUDING VISUAL PERCEPTION, AUDITORY PERCEPTION AND SPEECH, NEUROLOGICAL ABNORMALITIES, AND AUDITORY-VISUAL RELATIONSHIPS, IS PRESENTED. TREATMENT FOR DYSLEXIC CHILDREN IS DEPENDENT ON DIAGNOSIS AND CONSTANT EVAL-

UATION. SOME METHODS OF TEACHING READING ARE DESCRIBED. ALTHOUGH PRESENT PROSPECTS FOR DYSLEXIC CHILDREN ARE NOT FAVORABLE, SOME PROGRAMS FOR LEARNING DISABILITIES ARE BECOMING AVAILABLE. HOWEVER, DIAGNOSIS IS DIFFICULT, AND SPECIAL METHODS OF INSTRUCTION ARE SELDOM BEGUN EARLY ENOUGH TO AVOID EMOTIONAL INVOLVEMENT. A BIBLIOGRAPHY IS INCLUDED. (BK)

ED 015 086

RE 000 253

GEYER, JOHN JACOB

PERCEPTUAL SYSTEMS IN READING-THE PREDICTION OF A TEMPORAL EYE-VOICE SPAN CONSTANT. PAPER.

PUB DATE 4 MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS *EYE MOVEMENTS, *ORAL READING, *PERCEPTUAL MOTOR COORDINATION, *VISUAL MEASURES, EYE VOICE SPAN, READING HABITS, VISUAL PERCEPTION.

A STUDY WAS CONDUCTED TO DELINEATE HOW PERCEPTION OCCURS DURING ORAL READING. FROM AN ANALYSIS OF CLASSICAL AND MODERN RESEARCH, A HEURISTIC MODEL WAS CONSTRUCTED WHICH DELINEATED THE DIRECTLY INTERACTING SYSTEMS POSTULATED AS FUNCTIONING DURING ORAL READING. THE MODEL AS OUTLINED WAS DIFFERENTIATED LOGICALLY INTO THREE MAJOR PROCESSING FUNCTIONS-SENSORY, RECOGNITIONAL, AND RESPONSE. DATA WERE DERIVED FROM 2,465 EYE-VOICE SPAN PAIRINGS FURNISHED BY EIGHT SUBJECTS READING THREE PASSAGES OF VARYING DIFFICULTY. THE SYNCHRONIZATION OF RECORDINGS USING THE GILBERT EYE-MOVEMENT CAMERA AND TAPED ORAL READING SHOWED RELATIVELY CONSTANT EYE-VOICE SPAN. CORRELATIONS BETWEEN MEASURES OF SMOOTH READING AND THE CONSTANCY OF TEMPORAL EYE-VOICE SPAN WERE HIGH. THE ESTIMATED TIME ELAPSING BETWEEN EYE AND VOICE DURING SMOOTH READING WAS VALIDATED. REESTABLISHING A STEADY STATE FOLLOWING AN INTERRUPTION WAS NOT STATISTICALLY STABLE. THE USE OF MULTIPLE FIXATIONS, REGRESSIONS, AND PROLONGED FIXATION PAUSES WAS SUBSTANTIATED, AND SIGNIFICANT RELATIONSHIPS AMONG EYE-MOVEMENT PATTERNS WERE FOUND. THE NEED TO TEMPORALLY BALANCE INPUT AND OUTPUT SYSTEMS AND THE NEED TO CORRECT EYE-FUNCTIONING IN ORDER TO REESTABLISH TEMPORAL BALANCE WERE EVIDENT. THE MODEL WAS DECLARED INCOMPLETE, AND, ALTHOUGH IT MAY ADD TO CUMULATIVE KNOWLEDGE OF READING PHENOMENA, HAS LITTLE TO OFFER THE TEACHER AT PRESENT. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSN. CONF., (SEATTLE, MAY 4-6, 1967). (MC)

ED 015 087

RE 000 254

GOODMAN, KENNETH S.

A LINGUISTIC STUDY OF CUES AND MISCUSES IN READING.

PUB DATE FEB 64

EDRS PRICE MF-\$0.25 HC-\$1.32 31P.

DESCRIPTORS *CONTEXT CLUES, *LINGUISTICS, *READING COMPREHENSION, *READING RESEARCH, INTONATION, LANGUAGE, ORAL READING, PRIMARY GRADES, READING ACHIEVEMENT, TAXONOMY, WORD LISTS.

LINGUISTIC INSIGHTS AND METHODS WERE APPLIED TO READING. SIX HYPOTHESES WERE TESTED—(1) THAT EARLY READERS RECOGNIZE WORDS IN CONTEXT WHICH THEY CANNOT RECOGNIZE IN LISTS, (2) THAT THE ABILITY TO READ WITH NATURAL INTONATION IS RELATED TO COMPREHENSION, (3) THAT REGRESSIONS IN READING ARE LARGELY FOR THE PURPOSE OF IMPROVING COMPREHENSION, (4) THAT ERRORS IN READING ARE CUED, (5) THAT THE ARTIFICIAL LANGUAGE IN BASAL READERS CAUSES ERRORS BY MISCUING READERS, AND (6) THAT IN RETELLING A STORY, CHILDREN ALTER LANGUAGE TO MAKE IT SOUND MORE NATURAL. SUBJECTS WERE 100 RANDOMLY SELECTED FIRST, SECOND, AND THIRD GRADERS IN MICHIGAN. MATERIALS WERE A SEQUENCE OF STORIES SELECTED FROM THE BETTS READING SERIES. WORD LISTS WERE MADE FROM THE STORIES. THE PROCEDURE CALLED FOR CHILDREN TO READ THE GRADED WORD LIST AND THEN THE STORY FROM WHICH THE WORDS WERE TAKEN. SUBJECTS RETOLD THE STORY WHICH WAS TAPE RECORDED. MANY WORDS READ IN CONTEXT WERE NOT READ FROM LISTS. SECOND AND THIRD GRADERS MADE ABOUT DOUBLE THE NUMBER OF REGRESSIONS PER LINE READ AS DID FIRST GRADERS. VERY FEW CHILDREN READ WITH NATURAL INTONATIONS. IN GENERAL, IT APPEARS THAT INTONATION INFLUENCED COMPREHENSION. A PRELIMINARY LINGUISTIC TAXONOMY OF CUES AND MISQUES IN READING IS INCLUDED. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION MEETING (CHICAGO, FEBRUARY 19-21, 1964). (BK)

ED 015 088 RE 000 271

KRIPPNER, STANLEY
VOCABULARY GUIDE OF COGNATE WORDS
IN SPANISH AND ENGLISH.
MAIMONIDES HOSPITAL OF BROOKLYN,
N.Y.

PUB DATE JUN 66

EDRS PRICE MF-00.25 HC-\$2.00 50P.

DESCRIPTORS *READING INSTRUCTION,
*SECOND LANGUAGE LEARNING, *SPANISH,
*WORD LISTS, LANGUAGE GUIDES,
TEACHING GUIDES, VOCABULARY.

A VOCABULARY GUIDE OF COGNATE WORDS IN ENGLISH AND SPANISH IS PRESENTED. THE VALUE OF THE GUIDE RESTS ON THE ASSUMPTIONS THAT THE LEARNING OF SIMILAR WORDS IN BOTH LANGUAGES COULD CHANGE SPANISH-SPEAKING AMERICAN PUPILS' NEGATIVE ATTITUDE ABOUT ENGLISH AS WELL AS INCREASE THEIR VOCABULARY. WORDS IN THE "VELAZQUEZ SPANISH AND ENGLISH DICTIONARY" OF BOTH VOCABULARY SYSTEMS WERE COMPARED, AND COGNATE WORDS SIMILAR IN FORM AND MEANING WERE CHOSEN. THE GUIDE IS ARRANGED ALPHABETICALLY AND CLASSIFIED IN TERMS OF 12 OBSERVATIONS. THIS PAPER WAS ADAPTED FROM A STUDY BY CELINDA MADERA DE NIDO FOR A READING INSTITUTE SPONSORED BY SCIENCE RESEARCH ASSOCIATES (SAN ANTONIO, TEXAS, JULY 18-22, 1966). (BK)

ED 015 089 RE 000 279

RENTEL, VICTOR M.

ENDS AND MEANS—DEVELOPING SPECIFIC OBJECTIVES FOR READING INSTRUCTION.

PUB DATE MAY 67

EDRS PRICE MF-00.25 HC-00.52 11P.

DESCRIPTORS *EDUCATIONAL OBJECTIVES, *READING INSTRUCTION, *READING PROGRAMS, CURRICULUM DEVELOPMENT, CURRICULUM PLANNING, SCHOOL OF EDUCATION, UNIVERSITY OF SOUTH CAROLINA.

SINCE READING INSTRUCTIONAL OBJECTIVES HELP DETERMINE THE FUTURE OF LEARNERS, THESE OBJECTIVES SHOULD BE FORMULATED CAREFULLY. WHILE SOCIETY'S DEMANDS SHOULD BE CONSIDERED IN DEVELOPING OBJECTIVES, THEIR SELECTION DEPENDS ON THE TEACHING STAFF'S CONVICTIONS AND PHILOSOPHY OF EDUCATION. WHAT IS KNOWN ABOUT THE LEARNING PROCESS AND ABOUT THE LEARNER, HOWEVER, MUST BE CONSIDERED. CURRICULUM EXPERTS RECOMMEND USING SPECIFIC OBJECTIVES TO CLARIFY AND ILLUSTRATE LARGER OBJECTIVES. IF GENERAL OBJECTIVES ARE USED, LEVELS OF GENERALIZATION MUST BE DEFINED AND VERIFIED EXPERIMENTALLY. OBJECTIVES SHOULD BE IN BEHAVIORAL TERMS, PLACED IN HIERARCHICAL ORDER ACCORDING TO THEORIES OF DEVELOPMENT AND MATURATION, AND COMPARED WITH AND CLASSIFIED ACCORDING TO DEVELOPED SYSTEMS OF DEFINING GOALS IN BEHAVIORAL TERMS. TEACHERS SHOULD GIVE LEARNERS THE CHANCE TO TRY WHAT IS ASKED OF THEM. THESE TASKS MUST BE GRATIFYING ENOUGH TO STIMULATE THEM TO TRY NEW WAYS OF ACHIEVING THE SAME GOALS. WHILE READING INSTRUCTIONAL OBJECTIVES DEFINE AND DIRECT LEARNING, THE READING PROGRAM SHOULD BE FLEXIBLE ENOUGH TO ALLOW FOR INDIVIDUAL DIFFERENCES. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 4-6, 1967). (NS)

ED 015 090 RE 000 287

MUEHL, SIEGMAR FRY, MAURINE

THE RELATION BETWEEN HAND-EYE PREFERENCE AND FIRST-GRADE READING—A FOLLOW-UP STUDY.

PUB DATE 20 APR 66

EDRS PRICE MF-00.25 HC-00.56 12P.

DESCRIPTORS *EYE HAND COORDINATION, *MENTAL ABILITY, *PRESCHOOL, *PSYCHOMOTOR SKILLS, *READING ACHIEVEMENT, ARITHMETIC ACHIEVEMENT, EARLY READING, KINDERGARTEN, READING READINESS.

THE RESULTS OF A FOLLOWUP INVESTIGATION TO DETERMINE WHETHER THE PERSISTENCE OF LEFT-LATERAL TENDENCIES OF A GROUP OF CHILDREN WAS RELATED TO FIRST-GRADE READING PERFORMANCE ARE REPORTED. THE ORIGINAL INVESTIGATION AT THE PRESCHOOL LEVEL INCLUDED 64 SUBJECTS. FORTY SUBJECTS REMAINED IN THE LOCAL SCHOOL SYSTEM THROUGH FIRST GRADE FOR THE FOLLOWUP TESTING. THE SUBJECTS WERE RETESTED FOR HAND-EYE PREFERENCE USING THE DRAWING AND CUTTING HAND TESTS AND THE MILES (1930) TEST OF BINOCULAR SIGHTING PREFERENCE. SUBJECTS WERE CLASSIFIED RIGHT- OR LEFT-HANDED IF THEY PERFORMED CONSISTENTLY IN BOTH DRAWING AND CUTTING AND MIXED IF INCONSISTENT. IN ADDITION, AN IQ ESTIMATE WAS OBTAINED WITH THE WISC VOCABULARY SUBTEST.

THE RESULTS SHOW SIGNIFICANT DIFFERENCES FAVORING THE CONSISTENT RIGHT GROUP IN BOTH READING AND ARITHMETIC. EYEDNESS WAS AN IMPORTANT FACTOR IN DIRECTIONAL RELATIONS. BRIGHTER CHILDREN WITH A NATURAL MOTOR TENDENCY IN RIGHT-TO-LEFT DIRECTION ADAPTED READILY TO PERIPHERAL VISUAL DIFFICULTIES FOR WORD RECOGNITION IN ISOLATION AND IN SEQUENCE. NO EVIDENCE WAS PRESENTED TO WARRANT ATTEMPTING TO CHANGE A CHILD'S HAND-EYE STATUS. REFERENCES AND TABLES ARE GIVEN. THIS PAPER WAS PRESENTED AT THE COUNCIL FOR EXCEPTIONAL CHILDREN CONFERENCE (TORONTO, APRIL 20, 1966). (MC)

ED 015 091 24 RE 000 401

JACKSON, MILES M. AND OTHERS

A BIBLIOGRAPHY OF MATERIALS BY AND ABOUT NEGRO AMERICANS FOR YOUNG READERS. FINAL REPORT.

REPORT NUMBER BR-6-8906

PUB DATE FEB 67

CONTRACT OEC-2-7-068906-1549

EDRS PRICE MF-00.50 HC-\$3.76 92P.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *BOOKLISTS, *LITERATURE GUIDES, *NEGROES, *RESOURCE MATERIALS, AUDIOVISUAL AIDS, LIBRARY MATERIALS, READING MATERIALS.

AN ANNOTATED LIST OF BOOKS AND AUDIOVISUAL MATERIALS RECOMMENDED FOR TEACHING THE CONTRIBUTIONS OF NEGROES TO AMERICAN LIFE AND THE NEGRO HERITAGE AND TRADITIONS IS PRESENTED. THE NOTES INCLUDED WITH EACH ENTRY DESCRIBE THE UNIQUE FEATURES WHICH WOULD APPEAL TO SPECIFIC CURRICULA INTERESTS. THE SELECTION GUIDE SHOULD BE OF PARTICULAR VALUE TO SMALL SCHOOL DISTRICTS IN SELECTING AND RECOMMENDING MATERIALS FOR FACTUAL INFORMATION ON THE AMERICAN NEGRO. THE WORK IS INTENDED TO PROVIDE TEACHERS AND LIBRARIANS WITH A BUYING LIST WHICH WILL HELP THEM DEVELOP BOOK COLLECTIONS AND TO PROVIDE OPPORTUNITIES FOR PUPILS TO OBSERVE THE INTERRELATIONSHIP OF PEOPLE WITHIN THE UNITED STATES. THREE LIBRARIANS WITH EXTENSIVE EXPERIENCE IN WORK WITH NEGRO AMERICAN LITERATURE COMPILED THE BIBLIOGRAPHY WITH THE USE OF STANDARD BIBLIOGRAPHIC TOOLS. THE CITATIONS ARE ARRANGED BY SUBJECT, AND THERE IS A TITLE INDEX AND A SUBJECT AND AUTHOR INDEX. (AUTHOR)

ED 015 092 RE 000 417

SARTAIN, HARRY W.

PROCEDURES FOR EVALUATING GROWTH IN READING SKILLS.
PITTSBURGH UNIV., PA.

PUB DATE 64

EDRS PRICE MF-00.25 HC-00.68 15P.

DESCRIPTORS *EVALUATION TECHNIQUES, *INDIVIDUALIZED READING, *READING ACHIEVEMENT, *READING LEVEL, *READING READINESS, INDIVIDUAL DIFFERENCES, OBSERVATION, PENNSYLVANIA, PITTSBURGH, READING DIAGNOSIS, READING IMPROVEMENT, READING SKILLS, UNIVERSITY OF PITTSBURGH.

WHEN THEY INDIVIDUALIZE READING INSTRUCTION, TEACHERS SHOULD REALIZE THAT CHILDREN ARE VERY DIFFER-

ENT AND THAT CONTINUOUS APPRAISAL OF EACH CHILD'S ATTRIBUTES AND NEEDS IS IMPERATIVE. TEACHERS SHOULD UTILIZE INFORMAL EVALUATIVE TECHNIQUES FOR APPRAISING GROWTH IN READING SKILLS. READINESS FOR BEGINNING READING IS DETERMINED BY OBSERVING PERSONAL MATURATION TRAITS, LANGUAGE DEVELOPMENT LEVEL, AND BEHAVIORS MANIFESTING PICTORIAL INTERPRETATION ABILITIES, STORY SENSE SKILLS, AND VISUAL-DISCRIMINATION SKILLS. SO THAT SUITABLE MATERIALS ARE ASSIGNED TO EACH CHILD, IT IS NECESSARY TO DETERMINE HIS READING LEVEL BY STUDYING RECORDS OF PREVIOUS WORK AND GROUP OR INDIVIDUAL READING INVENTORIES. TO INSURE APPROPRIATE INSTRUCTION AND BALANCE IN THE DEVELOPMENT OF VARIOUS READING ABILITIES, CONTINUOUS APPRAISAL OF EACH CHILD'S DIFFICULTIES AND PROGRESS IS ACHIEVED THROUGH TEACHER-PUPIL CONFERENCES, BY RECORDING INDIVIDUAL EXTENSION READING, BY ANALYZING ERRORS IN ORAL READING, COMPREHENSION, AND WORK-STUDY EXERCISES, BY CONDUCTING INTEREST INVENTORIES, AND BY TESTING EYE-VOICE SPAN AND AUDITORY-MEMORY SPAN. TO PROVIDE MORE EVALUATIVE TECHNIQUES, A LIST OF REFERENCES AND STRANG'S CHECKLIST RECORD OF CLASSROOM OBSERVATION ON PUPIL'S READING ARE INCLUDED. THIS PAPER IS PUBLISHED IN "INDIVIDUALIZED INSTRUCTION IN READING, A REPORT OF THE TWENTIETH ANNUAL CONFERENCE COURSE ON READING," UNIVERSITY OF PITTSBURGH, PITTSBURGH, PA. (NS)

ED 015 093 RE 000 420

TOOZE, RUTH
THE 1945 THINKING STUDENT-THE 1985
THOUGHTFUL CITIZEN.
TEMPLE UNIV., PHILADELPHIA, PA.
PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMMUNICATION
SKILLS, *CURIOSITY, *KNOWLEDGE
LEVEL, *PARTICIPANT INVOLVEMENT,
*VALUES, ANNUAL READING INSTITUTE,
EDUCATIONAL DEMAND, EDUCATIONAL
NEEDS, LANGUAGE ARTS, LANGUAGE
SKILLS, TEMPLE UNIVERSITY,

THE ROLE OF THE LANGUAGE ARTS IN
EDUCATING CITIZENS FOR THE FUTURE
IS DISCUSSED. IT IS IMPERATIVE TO
HELP CITIZENS DEVELOP ABILITIES AND
SKILLS WHICH WILL ENABLE THEM TO
COPE WITH LIFE'S PROBLEMS IN A RAPIDLY
CHANGING WORLD. KNOWLEDGE, A
SENSE OF VALUES, SELF-INVOLVEMENT,
AND A SENSE OF WONDER SHOULD BE
DEVELOPED IN TODAY'S STUDENTS SO
THAT HE WILL BETTER UNDERSTAND
TOMORROW'S WORLD. HE MUST ACQUIRE
ACCURATE AND UP-TO-DATE KNOWLEDGE
OF EVERY ASPECT OF HIS UNIVERSE.
HE MUST BE AWARE THAT VALUES
DIFFER IN OTHER CULTURES. HE MUST
HAVE THE FLEXIBILITY TO ACCEPT INEVITABLE
CHANGES, THE RESOURCEFULNESS
TO CREATE NEEDED CHANGE, A
SINCERE INTEREST IN DIFFERENCES,
AND AN INSIGHT INTO RELATIONSHIPS.
FINALLY, HE MUST KEEP ALIVE A SENSE
OF WONDER. ALL THESE ABILITIES
DEPEND ON THINKING OF THE HIGHEST
LEVEL AND ON THE FOUR FACETS OF
COMMUNICATION-LISTENING, SPEAKING,
READING, AND WRITING. LANGUAGE

ARTS, THEREFORE, BECOMES THE BASIC
TOOL IN EDUCATING CITIZENS FOR THE
FUTURE WORLD. THIS ARTICLE IS PUBLISHED
IN "READING AND THINKING,
PROCEEDINGS OF THE 22ND ANNUAL
READING INSTITUTE AT TEMPLE UNIVERSITY,"
TEMPLE UNIVERSITY, PHILADELPHIA, PA. 1965. (NS)

ED 015 094 RE 000 421

JOHNSON, MARJORIE SEDDON
WORD PERCEPTION IN THE READING-
THINKING PROCESS.

PUB DATE 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *PERCEPTION, *READING
PROCESSES, *THOUGHT PROCESSES,
*WORD RECOGNITION, ANNUAL READING
INSTITUTE, PERCEPTUAL DEVELOPMENT,
READING DEVELOPMENT, TEMPLE
UNIVERSITY,

WORD PERCEPTION IS DISCUSSED NOT
AS A MECHANICAL TOOL BUT AS A THINKING
PROCESS. HOW INDIVIDUALS PERCEIVE
PRINTED FORMS DEPENDS ON THE STAGE
OF DEVELOPMENT OF THEIR READING
ABILITIES. THE BEGINNING READER
PROCEEDS ON THE BASIS OF WORD FORMS
HE RECOGNIZES AS WHOLE. LATER HE
USES CONTEXT AND PICTURE CLUES,
VERBAL CONTEXT, GENERAL CONFIGURATIONS,
SIGNIFICANT DETAILS, AND KNOWN WORD
ELEMENTS. THE TRANSITIONAL READER
GRADUALLY ACQUIRES BASIC IMMEDIATE
RECOGNITION VOCABULARY, MORE SPONTANEOUS
RESPONSE TO PRINTED FORMS, AND
WORD-ANALYSIS TECHNIQUES. HE
USES THESE AIDS LESS AND LESS AS HE
APPROACHES MATURITY IN READING.
IN DEVELOPING WORD-ANALYSIS
TECHNIQUES, THE LEARNER SHOULD
ACCUMULATE EXPERIENCE IN WORD
PERCEPTION, MOVE THROUGH A PROCESS
OF ABSTRACTION, AND FINALLY
GENERALIZE WITH PRINCIPLES WHICH
GUIDE ANALYSIS OF UNKNOWN WORD
FORMS. WORD PERCEPTION, THEREFORE,
IS NOT MERELY A MECHANICAL TOOL. IT IS
A THINKING PROCESS. EFFECTIVE
INSTRUCTION IN THIS FACET OF READING
SHOULD USE KNOWN WORDS, FOLLOW A
SEQUENTIAL PATTERN, PROCEED ALONG
HEURISTIC LINES, USE TRUE GENERALIZATIONS,
PROVIDE ADEQUATE EXPERIENCE
IN APPLYING THE TECHNIQUES, AND
AIM FOR SPONTANEOUS WORD
RECOGNITION. THIS PAPER IS
PUBLISHED IN "READING AND THINKING,
PROCEEDINGS OF THE 22ND ANNUAL
READING INSTITUTE AT TEMPLE UNIVERSITY,"
TEMPLE UNIVERSITY, PHILADELPHIA,
PA., 1965. (NS)

ED 015 095 RE 000 422

STAUFFER, RUSSELL G.
READING INSTRUCTION AND COGNITIVE
PROCESSES.

PUB DATE 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COGNITIVE PROCESSES,
*CONCEPT FORMATION, *CRITICAL
READING, *CRITICAL THINKING, *READING
INSTRUCTION, ANNUAL READING INSTITUTE,
COMPREHENSION, TEMPLE UNIVERSITY,
THOUGHT PROCESSES, UNIVERSITY OF
DELAWARE,

READING AND THINKING ARE NOT ALWAYS
DISTINCT FROM EACH OTHER, ALTHOUGH
EACH REPRESENTS DIFFERENT FUNCTIONS
AND USES. THE PROBLEM IS NOT WHETHER
THE TWO ARE SYNONYM.

OUS, BUT HOW MUCH TEACHERS SHOULD
TELL STUDENTS AND HOW MUCH STUDENTS
SHOULD DISCOVER FOR THEMSELVES.
RECENT STUDIES SHOW THAT CHILDREN
ARE CAPABLE OF APPLYING ELEMENTARY
SKILLS OF COGNITIVE FUNCTIONING,
EVEN AT AN EARLY AGE. ALL STUDENTS,
THEREFORE, MUST BE GIVEN THE OPPORTUNITY
TO ACT, TO DISCOVER, AND TO MAKE
JUDGMENTS THROUGH A READING-THINKING
PROCESS. TO READ IS TO DEAL WITH
COGNITIVE STRUCTURES THROUGH ASSIMILATION
AND ACCOMMODATION. READING IS
ACCOMPANIED BY DEVELOPMENTAL
CHANGES AS ASSIMILATION-ACCOMMODATION
RELATIONSHIPS EVOLVE. READING IS
A CONTINUOUS PROCESS OF COGNITIVE
FUNCTIONING WHICH INVOLVES CONCEPT
FORMATION AS WELL AS CATEGORIZATION.
TO ACQUIRE CONCEPTS, THE STUDENT
USES INTELLECTUAL FUNCTIONS WHICH
LEAD HIM TO CATEGORIZE. HENCE,
READING INSTRUCTION SHOULD BE A
DIRECTED READING-THINKING ACTIVITY
AND SHOULD ALLOW STUDENTS TO BE
ARTICULATE, TO ACT DELIBERATELY,
AND TO USE THESE INTELLECTUAL
FUNCTIONS. THIS ARTICLE IS PUBLISHED
IN "READING AND THINKING, PROCEEDINGS
OF THE 22ND ANNUAL READING INSTITUTE
AT TEMPLE UNIVERSITY," TEMPLE UNIVERSITY,
PHILADELPHIA, PA., 1965. (NS)

ED 015 096 RE 000 423

STAUFFER, RUSSELL G.
READING-A THINKING PROCESS.

PUB DATE 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COGNITIVE PROCESSES,
*CRITICAL READING, *ELEMENTARY
GRADES, *READING INSTRUCTION,
ANNUAL READING INSTITUTE, GROUP
INSTRUCTION, TEMPLE UNIVERSITY,
THOUGHT PROCESSES, UNIVERSITY OF
DELAWARE,

IN ORDER TO TEACH READING AS A
THINKING PROCESS, TEACHERS SHOULD
BELIEVE THAT CHILDREN CAN THINK
AND CAN BE TAUGHT TO READ CRITICALLY,
EVEN AT A VERY YOUNG AGE. THREE
ASPECTS OF THE READING-THINKING
PROCESS INCLUDE DECLARATION OF
PURPOSES, REASONING, AND JUDGMENT.
THE NATURE OF THE PURPOSES
DETERMINES WHAT IS TO BE READ AND
HOW IT IS TO BE READ. REASONING
WHILE READING INVOLVES THE
MANIPULATION OF IDEAS TO DISCOVER
LOGICAL RELATIONSHIPS WHICH
EVENTUALLY LEAD THE READER TO
MAKE JUDGMENTS. A FOURTH ASPECT
MIGHT BE THE REFINEMENT AND
EXTENSION OF IDEAS. THE DIRECTED
READING-THINKING ACTIVITY PLAN
IS SUGGESTED FOR USE WITH A
GROUP USING THE SAME MATERIALS
AT THE SAME TIME UNDER TEACHER
GUIDANCE. THE PLAN INVOLVES (1)
IDENTIFYING PURPOSES FOR READING,
(2) GUIDING THE ADJUSTMENT OF
RATE TO PURPOSE AND MATERIAL,
(3) OBSERVING, (4) DEVELOPING
COMPREHENSION, AND (5) CONDUCTING
FUNDAMENTAL SKILL TRAINING
ACTIVITIES. THE PLAN PROCEEDS
ON THE ASSUMPTION THAT CHILDREN
ARE CAPABLE OF THINKING, ACTING
PURPOSEFULLY, EXAMINING, USING
EXPERIENCE AND KNOWLEDGE,
WEIGHING FACTS, MAKING JUDGMENTS,
HAVING INTERESTS, LEARNING,
UNDERSTANDING, AND MAKING
GENERALIZATIONS. THIS PAPER IS
IN "READING AND THINKING."

NG, PROCEEDINGS OF THE 22ND ANNUAL READING INSTITUTE AT TEMPLE UNIVERSITY," TEMPLE UNIVERSITY, PHILADELPHIA, PA., 1965. (NS)

ED 015 097

RE 000 424

ABRAMS, JULES C.

FACTORS AFFECTING THINKING AND COMPREHENSION SKILLS.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COGNITIVE PROCESSES, *COMPREHENSION, *INDIVIDUAL DIFFERENCES, *THOUGHT PROCESSES, ANNUAL READING INSTITUTE, CONCEPT FORMATION, EDUCATIONAL EXPERIENCE, HAHNEMANN MEDICAL COLLEGE AND HOSPITAL, INSTITUTE FOR LEARNING DISABILITY, INTELLIGENCE, PHYSIOLOGY, PSYCHOLOGICAL NEEDS, SOCIOECONOMIC INFLUENCES, TEMPLE UNIVERSITY.

INTELLECTUAL, EDUCATIONAL, NEUROLOGICAL, PHYSIOLOGICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS IN VARIOUS PATTERNS OF INTERRELATIONSHIPS INFLUENCE THE THINKING PROCESS. INDIVIDUALS DIFFER IN THE CONCEPTS THEY HOLD AND IN THEIR USE OF THESE CONCEPTS BECAUSE OF VARIATIONS IN INTELLIGENCE AND BACKGROUND OF EXPERIENCE. THE RANGE AND LEVEL OF CONCEPTS THEY HAVE INFLUENCE THEIR REACTION TO SITUATIONS. HENCE, EXPERIENCE AND CONCEPT FORMATION PLAY FUNDAMENTAL ROLES IN THE DEVELOPMENT OF THINKING ABILITIES. THESE IN TURN ARE INFLUENCED BY THE PHYSICAL, EMOTIONAL, AND SOCIAL STATUS OF THE INDIVIDUAL. POOR HEALTH, NEUROLOGICAL INVOLVEMENT, AND EXTREME EMOTIONS HANDICAP THINKING ABILITIES. THE ENVIRONMENT AN INDIVIDUAL GROWS UP IN DEVELOPS IN HIM A PERSONALITY THAT MAKES HIM EITHER RECEPTIVE TO OR RESISTANT TO LEARNING. A FAVORABLE ENVIRONMENT PROVIDES FOR ORAL LANGUAGE DEVELOPMENT AND ENCOURAGES INDEPENDENT THOUGHT AND ACTION. NONE OF THE FACTORS MENTIONED WILL SERIOUSLY AFFECT THINKING ABILITIES UNLESS THEY OPERATE TOGETHER OR CONTRIBUTE TO ONE ANOTHER. THIS PAPER IS PUBLISHED IN "READING AND THINKING, PROCEEDINGS OF THE 22ND ANNUAL READING INSTITUTE AT TEMPLE UNIVERSITY," TEMPLE UNIVERSITY, PHILADELPHIA, PA., 1965. (NS)

ED 015 098

RE 000 977

WILLIAMS, GILBERT

THE USE OF THE COMPUTER FOR TESTING, PROGRAMMING AND INSTRUCTION.

PUB DATE DEC 66

EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *COMPUTER ASSISTED INSTRUCTION, *COMPUTER ORIENTED PROGRAMS, CALIFORNIA, LEARNING PROCESSES, READING CENTERS, READING INSTRUCTION, SAN BERNARDINO VALLEY COLLEGE.

THE READING CENTER AT SAN BERNARDINO VALLEY COLLEGE RELATED COMPUTER USES TO FOUR ASPECTS OF ITS READING PROGRAM-DIAGNOSIS, INSTRUCTION, EVALUATION, AND RESEARCH. A SYSTEMS DESIGN FOR THE TOTAL PROGRAM WAS DEVELOPED THROUGH THE PRACTICAL CONCERNS AS-

SOCIATED WITH THESE FOUR ASPECTS. THE FOLLOWING ARE THE OBJECTIVES OF THE VALLEY COLLEGE PROGRAM IN ITS SYSTEMS APPROACH-(1) TO ASSURE SEQUENCE AND CONTINUITY IN THE READING PROGRAM WHILE PROVIDING CURRENT DATA ON STUDENT ACHIEVEMENT, (2) TO CONTROL AND FOLLOW STUDENT PROGRESS, (3) TO KEEP THE TEACHER INFORMED ABOUT INDIVIDUAL PROGRESS, (4) TO PROVIDE A MORE EFFECTIVE MEANS OF PROGRAMING STUDENTS INTO MATERIALS AND MEDIA, (5) TO ASSURE INDIVIDUAL STUDENT PROGRESSION WITH THE SKILLS HE NEEDS TO WORK ON IN SEQUENCE, AND (6) TO HAVE THE POTENTIAL OF BRANCHING, SINCE THE TEST DATA CAN INDICATE ADDITIONAL SKILLS MATERIAL AVAILABLE THROUGH STORAGE IN THE MEMORY BANKS OF THE COMPUTER. SOME SPECIFIC APPLICATIONS OF THE USE OF THE COMPUTER ARE REPORTED. A COMPARISON OF COMPUTER FUNCTIONS AND LEARNING FUNCTIONS IS MADE. NINE REFERENCES ARE GIVEN. THIS PAPER WAS PRESENTED AT THE NATIONAL READING CONFERENCE (ST. PETERSBURG, FLORIDA, DECEMBER 1-3, 1966). (RH)

ED 015 099

RE 000 978

JEFFREY, W. E. SAMUELS, S. J.

EFFECT OF METHOD OF READING TRAINING ON INITIAL LEARNING AND TRANSFER. PUB DATE JUN 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *PHONETIC ANALYSIS, *READING INSTRUCTION, *TRANSFER OF TRAINING, *WORD RECOGNITION, ASSOCIATIVE LEARNING, CALIFORNIA, GRAPHEMES, LOOK SAY METHOD, LOS ANGELES, MINNEAPOLIS, MINNESOTA, PHONEMES, PHONIC METHOD, SIGHT METHOD, UNIVERSITY OF CALIFORNIA, UNIVERSITY OF MINNESOTA.

IN A THREE-STAGE STUDY OF THE EFFECTS OF THE PHONIC AND LOOK-SAY METHODS OF READING ON THE TRANSFER OF READING SKILLS, 60 KINDERGARTEN CHILDREN WERE DIVIDED INTO A LETTER GROUP, A WORD GROUP, AND A CONTROL GROUP. MATERIALS USED WERE SIX GRAPHEMES DESIGNED DIFFERENTLY FROM ENGLISH LETTERS AND ASSIGNED TO SIX SINGLE ENGLISH PHONEMES. DURING STAGE ONE, ALL GROUPS WERE TRAINED ON LEFT TO RIGHT READING AND PHONIC BLENDING. DURING STAGE TWO, TRAINING WAS GIVEN ON VERBAL RESPONSE TO PRINTED SYMBOL WHICH VARIED IN TREATMENT AMONG THE GROUPS. TESTING FOR TRANSFER AND FOR GRAPHEME-PHONEME ASSOCIATIONS WAS DONE DURING STAGE THREE. NO SIGNIFICANT DIFFERENCE WAS FOUND BETWEEN THE PERFORMANCE OF THE LETTER GROUP AND THE WORD GROUP DURING INITIAL TRAINING, BUT THE LETTER GROUP WAS SUPERIOR TO THE OTHER TWO GROUPS IN THE AMOUNT OF TRANSFER. WHILE MOST OF THE LETTER GROUP SUBJECTS RESPONDED CORRECTLY TO GRAPHEME-PHONEME ASSOCIATIONS, FEW OF THE WORD GROUP AND FEW OF THE CONTROL GROUP SUBJECTS DID. SEX AND INTELLIGENCE WERE NOT SIGNIFICANT VARIABLES IN INITIAL TRAINING, BUT INTELLIGENCE WAS SIGNIFICANT IN TRANSFER. THESE FINDINGS INDICATE THAT THE PHONIC METHOD WAS SUPERIOR TO THE LOOK-SAY METHOD. HOWEVER, THE PHONIC METHOD ALONE WOULD PROBA-

BL Y NOT HAVE BEEN AS EFFECTIVE IF IT WERE NOT SUPPLEMENTED BY PHONIC BLENDING. THIS ARTICLE IS A REPRINT FROM "JOURNAL OF VERBAL LEARNING AND VERBAL BEHAVIOR," VOLUME 6, NUMBER 3, JUNE 1967. (NS)

ED 015 100

RE 000 979

SAMUELS, S. JAY

RELATIONSHIP BETWEEN FORMAL INTRALIST SIMILARITY AND MAGNITUDE OF THE VON RESTORFF EFFECT.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *PAIRED ASSOCIATE LEARNING, *WORD RECOGNITION, DISCRIMINATION LEARNING, STIMULUS BEHAVIOR, SYMBOLIC LEARNING.

TO DETERMINE WHAT EFFECT INTRALIST SIMILARITY AND STIMULUS ISOLATION WOULD HAVE ON THE VON RESTORFF EFFECT, ISOLATED STIMULUS TERMS WERE PRESENTED IN RED AND NONISOLATED STIMULUS TERMS WERE PRESENTED IN BLACK. SUBJECTS WERE 60 FIRST GRADERS. THE PAIRED-ASSOCIATE ANTICIPATION PROCEDURE WAS USED. ACQUISITION TRIALS AND TRANSFER TESTS WERE GIVEN FOR EACH OF THREE LISTS OF TWO-LETTER WORDS CONSTRUCTED WITH AN ARTIFICIAL ALPHABET. ORTHOGONAL COMPARISONS INDICATED SIGNIFICANT DIFFERENCES FAVORING ISOLATED OVER NONISOLATED WORDS ON THE HIGH STIMULUS SIMILARITY LIST. FOR THE LOW STIMULUS SIMILARITY LIST, DIFFERENCES BETWEEN MEANS FOR NONISOLATED AND FORMERLY ISOLATED WORDS WERE NOT SIGNIFICANT. WHEN DISCRIMINATION ON THE BASIS OF LETTER FORM WAS EASIER, COLOR WAS A LESS IMPORTANT CUE. FOR THE THREE LISTS, IT APPEARED THAT DURING ACQUISITION, SUBJECTS TENDED TO USE LETTER FORM AS A CUE FOR RESPONSE EVEN FOR ISOLATED WORDS. THIS PAPER IS A REPRINT FROM "PROCEEDINGS OF THE 75TH ANNUAL CONVENTION OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, 1967," APA, WASHINGTON, D.C. (MC)

ED 015 101

RE 000 981

FANNING, ROBERT J.

NEW YORK CITY'S USE OF PROGRAMED INSTRUCTION, WITH EMPHASIS ON READING. PUB DATE 7 MAY 66

EDRS PRICE MF-\$0.25 HC-\$0.32 6P.

DESCRIPTORS *ELEMENTARY GRADES, *HIGH SCHOOL STUDENTS, *PROGRAMED INSTRUCTION, *PROGRAMED MATERIALS, *READING INSTRUCTION, ANNUAL CONVENTION OF THE NATIONAL SOCIETY FOR PROGRAMED INSTRUCTION, AUTOINSTRUCTIONAL AIDS, BOARD OF EDUCATION OF THE CITY OF NEW YORK, PROGRAMED TEXTS, TEACHING MACHINES.

THE NEW YORK CITY SCHOOL SYSTEM'S EFFORTS IN PROGRAMED INSTRUCTION ARE DISCUSSED. IN THE SENIOR HIGH SCHOOLS, EXPERIMENTS ARE BEING CONDUCTED WITH DOUBLEDAY'S "TUTOR TEXTS" ON COMPUTER MATHEMATICS, THE TEMAC MATERIALS, AND THE UNITED STATES INDUSTRIES' "AUTO TUTOR." IN THE JUNIOR HIGH SCHOOLS, SPECIALISTS ARE DEVELOPING PROGRAMS IN READING AND MATHEMATICS FOR SLOW LEARNERS. IN 1963, THREE COMMERCIALLY PREPARED PROGRAMS IN SCIENCE, READING, MATHEMATICS, AND SOCIAL

STUDIES WERE USED IN SEVEN PUBLIC ELEMENTARY SCHOOLS. DATA OBTAINED ON PUPIL ACHIEVEMENT AND ATTITUDES REVEALED THAT THE PUPILS LEARNED THROUGH THE PROGRAMS AND THAT THEY LIKED THE TECHNIQUE. HOWEVER, THE USE OF THE PROGRAMS ALONE WAS NOT AS EFFECTIVE AS PUPIL-TEACHER INTERACTION. THEREFORE, AN AUDIO APPROACH TO PROGRAMING IS BEING EXPLORED. IN 1964, A PROJECT TO DEVELOP PROGRAMED READING MATERIALS FOR SLOW LEARNERS WAS INITIATED. CORRECTIVE READING TEACHERS IDENTIFIED OBJECTIVES AND SKILLS IN BEHAVIORAL TERMS, SET STANDARDS OF ACHIEVEMENT, AND PREPARED PROGRAMED READING MATERIALS. INTERVIEWS WITH PUPILS REVEALED ATTITUDES, THE MENTAL PROCESSES USED, AND THE BEHAVIOR MANIFESTED. WHILE PROGRAMED READING PROVIDES FOR INDEPENDENT READING, ITS ADVANTAGES CANNOT BE EXTENDED TO PRELITERATES UNTIL PROVISIONS ARE MADE FOR THEM. THIS PAPER WAS PRESENTED AT THE CONVENTION OF THE NATIONAL SOCIETY FOR PROGRAMED INSTRUCTION (PHILADELPHIA, MAY 7, 1965). (NS)

ED 015 102 **RE 000 982**
GAINES, EDITH M. HINDS, LILLIAN R.
ACADEMIC AND READING ACHIEVEMENT
RELATED TO READING DIFFICULTIES.
EDRS PRICE MF-00.25 HC-00.52 11P.

DESCRIPTORS *AUDITORY DISCRIMINATION, *COMMUNICATION SKILLS, *PERSONNEL SELECTION, *READING LEVEL, *VISION TESTS, EXPERIMENTAL TEACHING, INTERVIEWS, PERSONALITY ASSESSMENT, TASK PERFORMANCE, TEACHING SKILLS, VISUAL DISCRIMINATION.

THE SELECTION AND TRAINING OF TEACHER AIDS FOR CLEVELAND'S ELEMENTARY SCHOOLS ARE DESCRIBED. EIGHTY WOMEN WERE CHOSEN FROM THE AID TO DEPENDENT CHILDREN ROLLS AND WERE ENROLLED IN A 5-MONTH TRAINING PROGRAM. THE PROGRAM WAS UNIQUE IN ITS PLAN TO TRAIN WOMEN WITH LESS THAN A HIGH SCHOOL EDUCATION. THE OBJECTIVES OF THE PROGRAM WERE TO DEVELOP HIGH LEVELS OF COMMUNICATION SKILLS WHICH WOULD MAKE THE WOMEN MORE EMPLOYABLE AND TO GIVE SPECIFIC TRAINING WHICH WOULD ENABLE THEM TO BE OF VALUABLE ASSISTANCE TO TEACHERS. PRETESTS AND POST-TESTS MEASURED READING SKILLS, VISUAL FUNCTIONING, AND AUDITORY DISCRIMINATION. READING PROFICIENCIES WERE SET AT THE FOURTH GRADE LEVEL FOR CANDIDATES FOR PRIMARY GRADES AND AT THE SEVENTH GRADE LEVEL FOR CANDIDATES FOR THE UPPER ELEMENTARY CLASSROOMS. TABLES PRESENT DATA SUCH AS TEACHERS' RATINGS OF THE ASSISTANTS' PERFORMANCE IN THE CLASSROOM. (MC)

ED 015 103 **RE 000 983**
PETTY, WALTER T.
RESEARCH IN LANGUAGE ARTS.
PUB DATE 17 FEB 67
EDRS PRICE MF-00.25 HC-00.44 9P.

DESCRIPTORS *EDUCATIONAL RESEARCH, *LANGUAGE ARTS, *RESEARCH NEEDS, *RESEARCH PROBLEMS, *RE-

SEARCH UTILIZATION, ENGLISH INSTRUCTION, LANGUAGE INSTRUCTION, LANGUAGE RESEARCH, NATIONAL COUNCIL ON RESEARCH IN ENGLISH, NEW YORK, STATE UNIVERSITY OF NEW YORK AT BUFFALO.

VERY LITTLE IMPORTANT RESEARCH HAS BEEN DONE IN THE FIELD OF LANGUAGE ARTS, AND THE RESEARCH INTEREST IN THAT FIELD ENDS WITH THE PUBLICATION OF RESEARCH REPORTS WHICH OFFER PRONOUNCEMENTS RATHER THAN RESEARCH EVIDENCE. THE PURPOSES OF RESEARCH OR HOW ITS FINDINGS COULD BE USED HAVE NOT BEEN CLARIFIED. THERE IS ALSO BLIND ACCEPTANCE OF WHAT AUTHORITIES SAY. SOME MAJOR PROBLEMS IN HANDWRITING, SPELLING, LISTENING, ORAL EXPRESSION, AND IN WRITTEN EXPRESSION NEED INVESTIGATION. MORE THOROUGH EXAMINATION OF PROPOSALS ADVANCED, OF THE FINDINGS OF LANGUAGE SCHOLARS, AND OF THE DIRECTION BEING TAKEN BY CURRICULUM CHANGE SHOULD BE MADE. THE HELP OF THE NATIONAL COUNCIL ON RESEARCH IN ENGLISH AND OTHER ORGANIZATIONS IS NEEDED TO RELATE CURRENT TEACHING MATERIALS AND TECHNIQUES TO THE BEST AVAILABLE RESEARCH EVIDENCE AND TO DISTRIBUTE LISTS OF SPECIFIC PROBLEMS TO AGENCIES INTERESTED IN FUNDING EDUCATIONAL RESEARCH. THIS PAPER WAS PRESENTED AT THE NATIONAL CONFERENCE ON RESEARCH IN ENGLISH (NEW YORK, FEBRUARY 17-18, 1967). (NS)

ED 015 104 **RE 000 984**
WILDER, DAVID E.
SOME COMPARISONS BETWEEN NCRE MEMBERS AND OTHER READING RESEARCHERS.
PUB DATE 18 FEB 67
EDRS PRICE MF-00.25 HC-00.68 15P.

DESCRIPTORS *EDUCATIONAL BACKGROUND, *EDUCATIONAL RESEARCHERS, *PROFESSIONAL TRAINING, *READING RESEARCH, *RESEARCH SKILLS, BUREAU OF APPLIED SOCIAL RESEARCH, COLUMBIA UNIVERSITY, NATIONAL CONFERENCE ON RESEARCH IN ENGLISH (NCRE), RESEARCH APPRENTICESHIPS, RESEARCH OPPORTUNITIES.

FINDINGS FROM A STUDY OF RESEARCH ORIENTATION AMONG READING EXPERTS ARE REPORTED. WHILE INVOLVEMENT IN RESEARCH IS USUALLY DISCOURAGED BY HEAVY TEACHING LOADS, MEAGER RESEARCH FACILITIES, LACK OF FINANCIAL SUPPORT, AND NON-RESEARCH ORIENTED BACKGROUND, MANY EXPERTS HAD NOT ENGAGED IN RESEARCH EVEN UNDER FAVORABLE CONDITIONS. HENCE, RESEARCH TRAINING, PAST AND PRESENT RESEARCH EXPERIENCE, AND RESEARCH IDEOLOGY WERE USED AS INDICES TO IDENTIFY RESEARCH ORIENTED EXPERTS. IT WAS FOUND THAT SEX, THE QUALITY OF THE SCHOOL ATTENDED, AND THE TYPE OF DEGREE EARNED WERE FACTORS CONTRIBUTING TO RESEARCH ORIENTATION. A COMPARISON OF EXPERTS WHO WERE MEMBERS OF THE NATIONAL CONFERENCE ON RESEARCH IN ENGLISH (NCRE) WITH NONMEMBERS INDICATED THAT NCRE MEMBERS DID NOT CONFORM TO PATTERNS USUALLY ASSOCIATED WITH HIGH RESEARCH ORIENTATION. THE NCRE OF THE PAST HAD UNKNOWINGLY ENCOURAGED INBREEDING AND HAD

PREVENTED WORK WITH OTHER FIELDS. THE PRESENT NCRE TREND, HOWEVER, IS TOWARD MEMBERSHIP BY NONEDUCATORS AND INTERDISCIPLINARY CONSULTATION. THIS PAPER WAS PRESENTED TO THE NATIONAL CONFERENCE ON RESEARCH IN ENGLISH (NEW YORK, FEBRUARY 17-18, 1967). (NS)

ED 015 105 **RE 000 991**
MADDEN, HOWARD L. TUPES, ERNEST C.
ESTIMATING READING ABILITY LEVEL FROM THE AQE GENERAL APTITUDE INDEX.

PERSONNEL RES. LAB., AEROSPACE MED. DIV., AFSC
REPORT NUMBER PRL-TR-66-1
PUB DATE FEB 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *APTITUDE TEST, *INSTRUCTIONAL MATERIALS, *READING ABILITY, *TEST INTERPRETATION, AIRMAN QUALIFYING EXAMINATION, CALIFORNIA ACHIEVEMENT TESTS, DAVIS READING TEST, READABILITY.

CONVERSION TABLES ARE PRESENTED FOR ESTIMATING READING ACHIEVEMENT (READING GRADE LEVEL AS MEASURED BY THE CALIFORNIA ACHIEVEMENT TEST AND SCALED SCORE AS MEASURED BY THE DAVIS READING TEST) FROM THE AIRMAN QUALIFYING EXAMINATION GENERAL APTITUDE INDEX. DISTRIBUTIONS OF ESTIMATED READING GRADE ARE SHOWN FOR NON-PRIOR-SERVICE AIRMEN ENTERING THE AIR FORCE IN 1964 AND 1965 FOR THE TOTAL GROUP AND FOR SUBGROUPS SPLIT ON YEARS OF EDUCATION COMPLETED. DISTRIBUTIONS OF ESTIMATED READING GRADE ARE ALSO PRESENTED BY CAREER FIELD FOR AIRMEN ASSIGNED TO 29 CAREER FIELDS. IT IS POINTED OUT THAT A WIDE RANGE OF READING ABILITY WAS FOUND WITHIN EACH CAREER FIELD AND THAT THE CAREER FIELDS DIFFERED CONSIDERABLY WITH RESPECT TO AVERAGE READING ABILITY. THE IMPLICATIONS FOR THE WRITING OF CAREER DEVELOPMENT COURSES AND TECHNICAL MANUALS ARE DISCUSSED. THIS DOCUMENT IS AVAILABLE FROM THE DEFENSE DOCUMENTATION CENTER AS AD 632 182. (AUTHOR)

ED 015 106 **24** **RE 000 994**
ANDERSON, HARRY E. AND OTHERS
RELATIVE IMPORTANCE OF READING READINESS FACTORS AS PERCEIVED BY VARIOUS TEACHER GROUPS.

REPORT NUMBER BR-5-0250-1
PUB DATE 67
CONTRACT OEC-6-10-061

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *READING READINESS, *STUDENT ADJUSTMENT, *TEACHER ATTITUDES, AUDITION (PHYSIOLOGY), EMOTIONAL ADJUSTMENT, MENTAL DEVELOPMENT, PHYSICAL DEVELOPMENT, READING DIFFICULTY, TEACHERS, VISUAL DISCRIMINATION.

EIGHT READING READINESS FACTORS WERE EXAMINED WITH REGARD TO THEIR IMPORTANCE AS PERCEIVED BY MALE AND FEMALE TEACHERS WITH ELEMENTARY EXPERIENCE (ELEM), SECONDARY EXPERIENCE (NOELEM), AND NO EXPERIENCE (NOTEACH). EACH OF THE GROUPS WAS ABLE TO RANK THE FACTORS WITH SOME SIGNIFICANT CONSISTENCY, ALTHOUGH WITHIN-GROUP VARIATION WAS LARGE. HIGH RANKS BY

THE ELEM GROUP WERE GIVEN TO MENTAL AGE, BACKGROUND OF EXPERIENCE, AND EMOTIONAL ADJUSTMENT. HEALTH, HEARING, AND SCHOOL ADJUSTMENT RECEIVED LOW RANKINGS. THE NOELEM GROUP RANKED VISION AND BACKGROUND HIGH AND RANKED HEALTH, HEARING, AND SCHOOL ADJUSTMENT LOW. EMOTIONAL ADJUSTMENT, MENTAL AGE, AND VISION WERE RANKED HIGH BY THE NOTEACH GROUP WHO RANKED HEARING AND SCHOOL ADJUSTMENT LOW. REFERENCES ARE PROVIDED. THIS ARTICLE IS A REPRINT FROM "PERCEPTUAL AND MOTOR SKILLS," VOLUME 24, 1967. (AUTHOR)

ED 015 107 24 RE 000 995

STAATS, ARTHUR W. AND OTHERS
MANUAL OF ADMINISTRATION AND RECORDING METHODS FOR THE STAATS "MOTIVATED LEARNING" READING PROCEDURE.

WISCONSIN UNIV., MADISON
REPORT NUMBER WP-6
REPORT NUMBER BR-5-0216-WP-6
PUB DATE APR 67
CONTRACT OEC-5-10-154
EDRS PRICE MF-\$0.25 HC-\$1.60 38P.

DESCRIPTORS *ELEMENTARY GRADES, *MOTIVATION TECHNIQUES, *READING RESEARCH, *REMEDIATION READING, *SECONDARY GRADES, DELINQUENTS, EDUCABLE MENTALLY HANDICAPPED, EMOTIONALLY DISTURBED, READING ACHIEVEMENT, UNIVERSITY OF WISCONSIN, WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING.

THE STAATS MOTIVATED LEARNING READING PROCEDURE IS AN APPLICATION OF AN INTEGRATED-FUNCTIONAL APPROACH TO LEARNING IN THE AREA OF READING. THE METHOD INVOLVES A SYSTEM OF EXTRINSIC REINFORCEMENT WHICH EMPLOYS TOKENS BACKED UP BY A MONETARY REWARD. THE STUDENT REPORTS TO THE PROGRAM ADMINISTRATOR SOME ITEM FOR WHICH HE WOULD LIKE TO WORK, SUCH AS A PHONOGRAPH RECORD OR A PAIR OF SHOES, AND THE ITEM'S EXACT PRICE. WHEN HE HAS EARNED TOKENS WHICH EQUAL THE AMOUNT NECESSARY, HE IS GIVEN THE MONEY AND ALLOWED TO BUY THE ITEM. PROCEDURES ARE EXPLICIT, SIMPLE TO ADMINISTER, AND ARE APPLIED ON A 1-TO-1 BASIS BY NONPROFESSIONAL PERSONNEL. THE PROCEDURES ARE DESIGNED TO PROGRESSIVELY REDUCE THE AMOUNT OF REINFORCEMENT GIVEN PER READING RESPONSE AS THE TRAINING PROGRESSES. THE METHOD HAS PROVED APPLICABLE TO STUDENTS WITH SEVERE BEHAVIOR PROBLEMS, TO THE EMOTIONALLY DISTURBED, THE EDUCABLE MENTALLY RETARDED, AND TO STUDENTS FROM REGULAR ELEMENTARY AND JUNIOR HIGH CLASSROOMS IDENTIFIED AS POOR READERS. SAMPLES OF THE MATERIALS USED AND STEP-BY-STEP LESSON PROCEDURES ARE APPENDED. (RH)

ED 015 108 24 RE 000 996

OTTO, WAYNE FORD, DAVID
MATERIALS FOR TEACHING ADULTS TO READ.

REPORT NUMBER WP-2
REPORT NUMBER BR-5-0216-WP-2
PUB DATE DEC 66
CONTRACT OEC-5-10-154

EDRS PRICE MF-\$0.25 HC-\$2.04 49P.

DESCRIPTORS *ADULT READING PROGRAMS, *ADULTS, *LITERACY EDUCATION, *READING INSTRUCTION, *READING MATERIALS, ADULT EDUCATION, READING MATERIAL SELECTION, UNIVERSITY OF WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR LEARNING AND REEDUCATION.

AN EXTENSIVE SURVEY AND REVIEW OF THE MATERIALS AVAILABLE FOR TEACHING ILLITERATE ADULTS TO READ WAS CONDUCTED BY QUESTIONING PUBLISHERS ABOUT THE LITERATURE THEY PUBLISHED FOR THE ADULT BASIC LITERACY MARKET. BASED ON THE PUBLISHERS' REPLIES, THE FOLLOWING SIX ANNOTATED LISTS OF ADULT READING MATERIALS WERE COMPILED AND ARE PRESENTED-BASIC READING PROGRAMS FOR ADULTS, SUPPLEMENTARY SKILL BUILDERS, SUPPLEMENTARY EASY READING MATERIALS, U. S. GOVERNMENT PRINTING OFFICE PUBLICATIONS, MATERIALS FOR TEACHING READING TO FOREIGN BORN ADULTS, AND A SELECTED LIST OF PUBLICATIONS USEFUL TO LITERACY INSTRUCTORS. A CHECKLIST ACCOMPANIES EACH PROGRAM TO AID IN ITS EVALUATION. PUBLISHERS' ADDRESSES ARE GIVEN. REFERENCES ARE INCLUDED. (RH)

ED 015 109 24 RE 000 997

OTTO, WAYNE HOUSTON, CAMILLE
MECHANICAL AIDS IN THE TEACHING OF READING.

REPORT NUMBER WP-3
REPORT NUMBER BR-5-0216-WP-3
PUB DATE JAN 67
CONTRACT OEC-5-10-154
EDRS PRICE MF-\$0.25 HC-\$0.80 18P.

DESCRIPTORS *INSTRUCTIONAL MATERIALS, *MECHANICAL TEACHING AIDS, *READING INSTRUCTION, *REMEDIATION READING, AUDIOVISUAL AIDS, MADISON, RESEARCH AND DEVELOPMENT CENTER FOR LEARNING AND REEDUCATION, UNIVERSITY OF WISCONSIN, WISCONSIN.

A SURVEY OF THE MECHANICAL AIDS AVAILABLE FOR THE TEACHING OF READING WHICH DESCRIBES THEIR OPERATION, THEIR COST, AND LIMITATIONS IS PRESENTED TO PROVIDE SCHOOL PERSONNEL WITH SOME INFORMATION ABOUT MECHANICAL AIDS IN GENERAL AND ABOUT SELECTED PROTOTYPICAL DEVICES IN PARTICULAR. EDUCATORS CAN OBTAIN FURTHER INFORMATION ABOUT THE DEVICES FROM THE MANUFACTURER WHOSE ADDRESS IS INCLUDED WITH EACH DESCRIPTION. THE DEVICES DESCRIBED FALL INTO FOUR CATEGORIES-TACHISTOSCOPIES, ACCELERATORS, PACERS, AND MULTIMEDIA PRESENTATIONS, SUCH AS THE LANGUAGE MASTER AND THE CALIFONE REMEDIAL READING LABORATORY. SOME OF THE RESEARCH RELATED TO THESE DEVICES IS DISCUSSED. REFERENCES AND ILLUSTRATIONS ARE PROVIDED. (RH)

ED 015 110 24 RE 000 998

STAATS, ARTHUR W. AND OTHERS
"MOTIVATED LEARNING" READING TREATMENT WITH ADDITIONAL SUBJECTS AND INSTRUCTIONAL TECHNICIANS.

WISCONSIN UNIV., MADISON
REPORT NUMBER TR-22
REPORT NUMBER BR-5-0216-TR-22
PUB DATE MAR 67
CONTRACT OEC-5-10-154

EDRS PRICE MF-\$0.25 HC-\$0.92 21P.

DESCRIPTORS *JUNIOR HIGH SCHOOL STUDENTS, *READING RESEARCH, *REINFORCEMENT, *REMEDIATION READING, *SUBPROFESSIONALS, MADISON, POSITIVE REINFORCEMENT, READING ACHIEVEMENT, READING MATERIALS, REINFORCERS, UNIVERSITY OF WISCONSIN, WORD RECOGNITION.

A METHOD OF TREATING READING DEFICITS BASED UPON AN EXTRINSIC MOTIVATIONAL SYSTEM PREVIOUSLY EMPLOYED SUCCESSFULLY WITH A SINGLE SUBJECT WAS EXTENDED TO 18 ADDITIONAL SUBJECTS. THE JUNIOR HIGH AGE SUBJECTS INCLUDED RETARDED CHILDREN IN SPECIAL CLASSES, SEVERAL EMOTIONALLY DISTURBED CHILDREN, AND CULTURALLY DEPRIVED CHILDREN. THE METHOD OF TRAINING USED IN THE ORIGINAL STUDY WAS SIMPLE TO ADMINISTER. IT WAS HYPOTHEZIZED THAT SUBPROFESSIONAL PERSONNEL COULD BE EMPLOYED TO ADMINISTER THE TREATMENT. ADULT VOLUNTEERS AND HIGH SCHOOL SENIORS WERE USED AS THE INSTRUCTIONAL TECHNICIANS. THE 18 SUBJECTS WERE GIVEN 38.2 HOURS OF TRAINING IN DAILY HALF-HOUR SESSIONS DURING WHICH PERIOD THE AVERAGE REINFORCEMENT EARNED WAS \$22.29. THE MEAN NUMBER OF SINGLE WORD READING RESPONSES WAS 94.425. THE RATE OF READING ACCELERATED OVER THE PERIOD OF TRAINING, EVEN THOUGH THE READING MATERIAL BECAME MORE DIFFICULT. THIS OCCURRED DURING A PERIOD WHEN PROGRESSIVELY LESS REINFORCEMENT WAS GIVEN PER READING RESPONSE. A MEAN OF 616.8 NEW WORDS WAS LEARNED, AND 70.9 PERCENT OF THESE WAS RETAINED IN A LONG TERM TEST. THE ATTENTION, ATTENDANCE, COOPERATION, AND DILIGENT WORK BEHAVIOR OF THE VARIOUS CHILDREN WERE MAINTAINED IN GOOD STRENGTH THROUGHOUT THE DURATION OF THE STUDY. (AUTHOR)

ED 015 111 24 RE 000 999

WEISSGLASS, ROBERTA
THE EFFECT OF MEMORY SPAN ON CUE PATTERNS IN WORD RECOGNITION.

REPORT NUMBER TR-16
REPORT NUMBER BR-5-0216-TR-16
PUB DATE DEC 66
CONTRACT OEC-5-10-154
EDRS PRICE MF-\$0.25 HC-\$1.04 24P.

DESCRIPTORS *ATTENTION SPAN, *KINDERGARTEN CHILDREN, *READING RESEARCH, *WORD RECOGNITION, LEARNING PROCESSES, LINGUISTIC PATTERNS, MADISON, UNIVERSITY OF WISCONSIN, VISUAL STIMULI.

KINDERGARTEN CHILDREN WERE USED AS SUBJECTS IN AN ATTEMPT TO DISCOVER WHETHER CHILDREN WITH SHORT AND LONG MEMORY SPANS USE DIFFERENT CUES TO RECOGNIZE WORDS AND WHETHER MEMORY SPAN TESTS ARE EFFECTIVE PREDICTORS OF DIFFICULTY IN LEARNING TO READ. IT WAS HOPED THAT CHILDREN WOULD EXHIBIT A CONSISTENT PATTERN OF CHOICES OVER TRIALS, WHICH MIGHT HAVE IMPLICATIONS FOR TEACHING WORD RECOGNITION AND OTHER READING SKILLS. THE DIGIT SPAN SUBTEST OF THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN, AN AUDITORY TEST, MEASURED MEMORY SPAN AND WAS USED AS THE SCREENING DEVICE. FIVE-LETTER NON-

SENSE WORDS COMPRISED THE WORD RECOGNITION TASK. CHILDREN WERE REQUIRED TO SELECT FROM A GROUP OF NONSENSE WORDS THE ONE SIMILAR TO THE WORD THAT HAD JUST BEEN SHOWN TO THEM. EACH WORD IN THE RESPONSE GROUP CONTAINED ONE CUE WHICH APPEARED IN THE SAME POSITION AS IN THE STIMULUS WORD WITH THE OTHER CUES HELD CONSTANT. FIVE CUES WERE EXAMINED—POSITIONS 1, 2, 3, 4, AND 5, AND EACH SUBJECT HAD AN EQUAL OPPORTUNITY TO RESPOND TO EACH CUE. ALL GROUPS SHOWED A PREFERENCE FOR CUE 1, AND THERE WAS A TENDENCY TO RESPOND TO CUE 3 AND CUE 5. AN AVOIDANCE EFFECT SEEMED TO BE OPERATING WITH CUE 2 AND CUE 4. THE RESULTS ON FRIEDMAN'S ANALYSIS OF VARIANCE OF RANKS INDICATED THAT RANDOM SELECTION MAY HAVE BEEN OPERATING FOR BOYS AND GIRLS IN THE LOW MEMORY SPAN GROUP. FOR THE MIDDLE AND HIGH MEMORY SPAN BOYS, A PREFERENCE PATTERN WAS NOT LIKELY TO ARISE BY CHANCE. TABLES, 24 REFERENCES, AND AN EXAMPLE OF THE FORM FOR RECORDING RESPONSE CHOICES ARE INCLUDED. (AUTHOR)

ED 015 112 48 RE 001 000

WILSON, F.R. LANE, H.L.

HUE LABELING AND DISCRIMINATION IN CHILDREN WITH PRIMARY READING RETARDATION.

REPORT NUMBER BR-6-1784-1

PUB DATE OEC-

GRANT 3-6-061784-0508

EDRS PRICE MF-\$0.25 HC-\$1.08 25P.

DESCRIPTORS *MALES, *PERCEPTION, *READING RESEARCH, *RETARDED READERS, INTERMEDIATE GRADES, MATCHED GROUPS, NEUROLOGICALLY HANDICAPPED, UNIVERSITY OF MICHIGAN, VISUAL DISCRIMINATION, VISUAL PERCEPTION.

THE LABELING AND DISCRIMINATION OF COLORS WERE STUDIED IN CHILDREN WITH PRIMARY READING RETARDATION AND IN A MATCHED GROUP OF NORMAL CHILDREN. TEN MALE STUDENTS IN MICHIGAN REPRESENTING AN AGE RANGE OF 9 YEARS 10 MONTHS TO 14 YEARS 10 MONTHS WERE CHOSEN AS SUBJECTS. DEVELOPMENTAL, MEDICAL, EDUCATIONAL, NEUROLOGICAL, PSYCHIATRIC, AND PSYCHOMETRIC DATA WERE COLLECTED ON EACH SUBJECT. EITHER THE GATES READING TEST OR THE CALIFORNIA READING TEST WAS ADMINISTERED. EACH RETARDED READER WAS MATCHED WITH A NORMAL READER OF APPROXIMATELY THE SAME AGE AND INTELLIGENCE. THE SPECTRAL LOCATIONS OF BOUNDARIES BETWEEN COLOR CATEGORIES WERE COMPARABLE IN THE GROUPS. THE DISCRIMINATION FUNCTIONS OBTAINED FOR BOTH GROUPS WERE BETTER THAN THOSE PREDICTED. THE NORMAL GROUP PERFORMED SIGNIFICANTLY MORE ACCURATELY THAN THE RETARDED READERS. BOTH GROUPS SHOWED A POSITIVE CORRELATION BETWEEN PREDICTED AND OBTAINED DISCRIMINABILITY SCORES. TABLES AND REFERENCES ARE INCLUDED. (BK)

ED 015 113 48' RE 001 001

SMITH, DONALD E.P. AND OTHERS

MAINTAINING TASK BEHAVIOR IN A LITERACY PROGRAM UNDER VARIOUS CONDITIONS OF REINFORCEMENT.

REPORT NUMBER BR-6-1784-2

CONTRACT OEC-3-6-061784-0508

EDRS PRICE MF-\$-.25 HC-\$1.00 23P.

DESCRIPTORS *MOTIVATION, *MOTIVATION TECHNIQUES, *READING ACHIEVEMENT, *STUDENT MOTIVATION, *TASK PERFORMANCE, ATTENTION CONTROL, ELEMENTARY GRADES, UNIVERSITY OF MICHIGAN.

THE WORK OUTPUT OF RETARDED READERS USING A PROGRAMED LITERACY CURRICULUM WAS OBSERVED UNDER VARIOUS CONDITIONS OF REINFORCEMENT IN A CONTROLLED CLASSROOM. TASK BEHAVIOR WAS FOLLOWED BY CONDITIONS OF NO CONSEQUENCE, TEACHER PRAISE, A WORK-BREAK CONSEQUENCE, A MONETARY CONSEQUENCE, AND FEEDBACK ON AMOUNT OF WORK RELATIVE TO PREVIOUS WORK. SIX DIFFERENT EXPERIMENTS WERE CONDUCTED WITH SUBJECTS RANGING IN AGE FROM 70 MONTHS TO 12 YEARS 7 MONTHS. THE EXTINCTION OF TASK BEHAVIOR TENDED TO OCCUR UNDER CONDITIONS OF NO CONSEQUENCE AND OF TEACHER PRAISE. CONDITIONS OF MONETARY CONSEQUENCE AND OF FEEDBACK ON PROGRESS RESULTED IN HIGH, SUSTAINED RATES OF WORK BEHAVIOR. DETAILED RESULTS ARE REPORTED IN TABLES AND FIGURES. (AUTHOR)

ED 015 114 24 RE 001 002

NEWTON, KENNETH R. AND OTHERS

A SUGGESTED METHOD FOR PRE-SCHOOL IDENTIFICATION OF POTENTIAL READING DISABILITY.

REPORT NUMBER CRP-S-455

REPORT NUMBER BR-5-8347

PUB DATE 66

CONTRACT OEC-6-10-144

EDRS PRICE MF-\$0.25 HC-\$1.58 40P.

DESCRIPTORS *PERCEPTUAL MOTOR COORDINATION, *PREDICTIVE ABILITY (TESTING), *READING DIFFICULTY, *VISUAL DISCRIMINATION, AGE, ASSOCIATIVE LEARNING, FACTUAL READING, INTELLIGENCE QUOTIENT, KEPHART WALKING BOARD ABILITY TEST, READING DIAGNOSIS, VISUAL AND OCULAR MOTILITY TESTS, VISUAL PERCEPTION, WINTER HAVEN FORM COPYING, WORD RECOGNITION.

THE RELATIONSHIPS BETWEEN PRE-READING MEASURES OF VISUAL-MOTOR-PERCEPTUAL SKILLS AND READING ACHIEVEMENT WERE STUDIED. SUBJECTS WERE 172 FIRST GRADERS. PRETESTS AND POST-TESTS FOR WORD RECOGNITION, MOTOR COORDINATION, AND VISUAL PERCEPTION WERE ADMINISTERED. FOURTEEN VARIABLES WERE TESTED. RESULTS INDICATED THAT FORM-COPYING WAS MORE EFFECTIVE THAN IQ AS A PREDICTOR OF READING DISABILITY. THE CORRELATION BETWEEN AGE AND READING WAS LOWEST. APPENDIXES PROVIDE EXAMPLES OF TESTING MATERIALS AND AN OUTLINE OF THE TRAINING SESSIONS. TWENTY-NINE REFERENCES ARE LISTED. (MC)

ED 015 115 24 RE 001 004

MCGUIGAN, FRANK JOSEPH

SUBVOCAL SPEECH DURING SILENT READING.

REPORT NUMBER CRP-2643

REPORT NUMBER BR-5-0347

CONTRACT OEC-5-10-073

EDRS PRICE MF-\$0.50 HC-\$4.76 117P.

DESCRIPTORS *COVERT RESPONSE, *INNER SPEECH (SUBVOCAL), *READING RESEARCH, *SILENT READING, ELECTRO-

MECHANICAL AIDS, HANDWRITING, INTERMEDIATE GRADES, LISTENING, LONGITUDINAL STUDIES, PRIMARY GRADES, THOUGHT PROCESSES.

COVERT BEHAVIOR HAS POTENTIALLY GREAT SCIENTIFIC AND TECHNOLOGICAL IMPORTANCE, THOUGH PRESENT KNOWLEDGE OF THIS RESPONSE CLASS IS MEAGER. SCIENTIFICALLY, COVERT BEHAVIOR HAS BEEN STUDIED FOR TWO REASONS—(1) BECAUSE OF ITS INTIMATE RELATION TO THE "THOUGHT PROCESSES," AND (2) BECAUSE IT IS PART OF THE REALM OF BEHAVIOR THAT THE PSYCHOLOGIST SEEKS TO UNDERSTAND—A SCIENCE OF BEHAVIOR THAT CONFINED ITSELF TO OVERT RESPONSES WOULD BE, AT BEST, INCOMPLETE. THE BROAD PURPOSE OF THE RESEARCH REPORTED HERE IS TO INCREASE THE UNDERSTANDING OF THE NATURE AND FUNCTION OF COVERT BEHAVIOR. THIS REPORT CONSISTS OF SIX SECTIONS. THE PROBLEM FOR EACH SECTION IS DEVELOPED SEPARATELY, AS ARE THE METHODS OF ATTACKING EACH PROBLEM, THE RESULTANT FINDINGS, THE DISCUSSION, AND CONCLUSIONS. THE REPORT DOCUMENTS THE OCCURRENCE OF HEIGHTENED COVERT ORAL BEHAVIOR IN A VARIETY OF SITUATIONS, AND THE FINDINGS STRONGLY SUGGEST THAT THIS KIND OF BEHAVIOR IS BENEFICIAL TO THE INDIVIDUAL IN SOME WAY. THE RESULTS ARE ENCOURAGING AND FORM THE BASIS FOR A MORE SUBSTANTIAL ATTACK ON COVERT BEHAVIOR. TABLES, FIGURES, AND BIBLIOGRAPHIES ARE INCLUDED. (AUTHOR/BL)

ED 015 116

RE 001 005

RAY, DARRELD.

THE OKLAHOMA READER, VOLUME 1, NUMBER 2, MAY 1966.

INTERNATIONAL READING ASSN., STILLWATER, OKLA.

PUB DATE MAY 66

EDRS PRICE MF-\$0.25 HC-\$0.88 20P.

DESCRIPTORS *READING DIAGNOSIS, *READING MATERIALS, *REMEDIAL PROGRAMS, ATTENTION SPAN, BASIC READING, CRITICAL READING, INDIVIDUAL DIFFERENCES, READING PROCESSES, READING TESTS.

THIS SECOND ISSUE OF VOLUME 1 OF "THE OKLAHOMA READER" PRESENTS SIX ARTICLES IN AN EFFORT TO EXTEND THE WORK OF THE OKLAHOMA READING COUNCIL TO TEACHERS THROUGHOUT THE STATE. THE ARTICLES CONCERN PLANS FOR A REMEDIAL PROGRAM, THE ROLE OF ILLUSTRATIONS IN BASIC READERS, WORD ATTACK SKILLS, STRENGTHENING ATTENTION SPAN, CRITICAL READING, USE OF TESTS, AND MULTILEVEL MATERIALS. A DISCUSSION OF IRA FINDINGS ON READING AND A CASE REPORT INCLUDING DETAILED DIAGNOSIS AND RECOMMENDATIONS FOR AN ADJUSTED READING PROGRAM ARE GIVEN. (MC)

ED 015 117

RE 001 006

MCKEE, JOHN M. AND OTHERS

IMPROVING THE READING LEVEL OF DISADVANTAGED ADULTS.

REHABILITATION RESEARCH FOUNDATION, ELMORE, ALA.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.12 26P.

DESCRIPTORS *ADULT READING PROGRAMS, *PHONICS, *READING COMPRE-

HENSON, *READING IMPROVEMENT, *REMEDIATION, ALABAMA, DRAPER CORRECTIONAL CENTER, EDUCATIONALLY DISADVANTAGED, ELMORE, ILLITERATE ADULTS, MANPOWER DEVELOPMENT, MDTA VOCATIONAL EXPERIMENTAL DEMONSTRATION PROJECT, MECHANICAL TEACHING AIDS, PERCEPTUAL DEVELOPMENT LABORATORIES DIAGNOSTIC READING TEST.

TO HELP DISADVANTAGED INMATES WITH LOW READING LEVELS AND THOSE CONSIDERED FUNCTIONALLY ILLITERATE, THE DRAPER CORRECTIONAL CENTER IN ALABAMA EXPERIMENTED WITH VARIOUS READING IMPROVEMENT PROGRAMS. MOST SUCCESSFUL WAS THE READING IMPROVEMENT PROGRAM USING THE PERCEPTSCOPE. ALL APPLICANTS WHO SCORED BELOW THE SEVENTH GRADE READING LEVEL IN THE METROPOLITAN ACHIEVEMENT TEST TOOK THE PERCEPTUAL DEVELOPMENT LABORATORIES (PDL) DIAGNOSTIC READING TEST AND WERE THEN ENROLLED EITHER IN THE PHONICS PROGRAM OR IN THE INTERMEDIATE READING PROGRAM. THE PHONICS PROGRAM HELPED INMATES WHO COULD NOT FUNCTION AT THE INTERMEDIATE LEVEL KNOW ABOUT LANGUAGE SOUNDS AND DEVELOP THE ABILITY TO CONVERT SOUNDS INTO WORDS THROUGH THE PDL PHONICS TRAINING SYSTEM. THE 40-LESSON INTERMEDIATE READING PROGRAM USED LESSONS READ FROM THE SCREEN WITH SPEED CONTROLLED BY THE PERCEPTSCOPE AND LESSONS TO IMPROVE COMPREHENSION. THE WHOLE PROGRAM WAS EFFECTIVE IN TEACHING READING SKILLS, PARTICULARLY COMPREHENSION, AND IN ENHANCING OTHER LANGUAGE SKILLS. THE EXPERIMENTAL GROUP GAINED 2.5 GRADE LEVELS, THE CONTROL GROUP HAD A .7 GAIN. THIS REPORT LISTS OTHER READING PROGRAMS USED AT DRAPER CORRECTIONAL CENTER. (NS)

ED 015 118 24 RE 001 007

LOWELL, ROBERT E.
SELECTED READING READINESS TESTS AS PREDICTORS OF SUCCESS IN READING.
REPORT NUMBER BR-8-8894
PUB DATE 31 JUL 67

GRANT OEG-1-7-068894-0323
EDRS PRICE MF-\$0.25 HC-\$1.52 36P.

DESCRIPTORS *GRADE 1, *PROGNOSTIC TESTS, *READING ACHIEVEMENT, *READING READINESS TESTS, BASIC READING, BASIC VOCABULARY, BEGINNING READING, LEE CLARK READING READINESS TEST, MAINE, MURPHY DURRELL READING READINESS ANALYSIS, ORONO, UNIVERSITY OF MAINE, VISUAL DISCRIMINATION, WORD RECOGNITION.

FOUR NULL HYPOTHESES WERE TESTED TO EVALUATE SELECTED READING READINESS TESTS AS PREDICTORS OF FIRST-GRADE READING ACHIEVEMENT. FIVE SCHOOLS IN THE BANGOR, MAINE, CITY SCHOOL SYSTEM WERE RANDOMLY CHOSEN. IN EACH SCHOOL, ONE CLASS USED THE EXPERIMENTAL PROGRAM WHICH EMPHASIZED SUPPLEMENTARY VOCABULARY INSTRUCTION WITH READINESS TRAINING. ANOTHER CLASS USED THE CONVENTIONAL PROGRAM WITHOUT VOCABULARY INSTRUCTION. BOTH PROGRAMS WERE BASED ON THE HARPER-ROW BASAL READERS. READING READINESS WAS DETERMINED BY THE SELECTED READING READINESS TESTS DURING THE SECOND WEEK OF THE SCHOOL YEAR. READING ACHIEVEMENT WAS TESTED BY INDIVIDUAL WORD RECOGNITION TESTS BASED ON THE VOC-

ABULARY OF THE FOUR PREPRIMERS USED AND BY SPACHE'S DIAGNOSTIC READING SCALES. RESULTS STATISTICALLY ANALYZED AT THE UNIVERSITY OF MAINE COMPUTING CENTER INDICATED THAT PREDICTION OF SUCCESS IN FIRST-GRADE READING WAS SIGNIFICANTLY IMPROVED BY USING COMPOSITE SUBTESTS, BY CLEARLY DEFINING THE ACHIEVEMENT CRITERIA, AND BY ORGANIZING AND CONTROLLING INSTRUCTIONAL VARIABLES. NINE SUBTESTS WERE IDENTIFIED, AND IT WAS FOUND THAT INTACT TESTS DID NOT REALLY MEASURE FEATURES OF READINESS. AN EXTENSIVE BIBLIOGRAPHY AND TABULATED TEST RESULTS ARE INCLUDED IN THIS FINAL REPORT OF A STUDY DONE UNDER CONTRACT WITH THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. (NS)

ED 015 119 24 RE 001 013

HURD, DONALD E.
A STUDY OF THE RELATIONSHIP BETWEEN READING ACHIEVEMENT AND SENSE MODALITY SHIFTING.

REPORT NUMBER BR-6-8688

PUB DATE 67

CONTRACT OEC-3-7-068888-0112

EDRS PRICE MF-\$0.25 HC-\$1.08 25P.

DESCRIPTORS *READING ACHIEVEMENT, *READING RESEARCH, *SENSORY EXPERIENCE, AUDITORY PERCEPTION, GRADE 2, GRADE 4, GRADE 6, OVERT RESPONSE, SOCIOECONOMIC STATUS, VISUAL PERCEPTION.

A STUDY WAS CONDUCTED TO DETERMINE THE RELATIONSHIP BETWEEN VISUAL AND AUDITORY SINGULAR MODAL RESPONSES AND MODAL SHIFTING BEHAVIOR TO READING ACHIEVEMENT WITH CONTROL FOR SUCH VARIABLES AS INTELLIGENCE, AGE, SEX, AND SOCIOECONOMIC STATUS. SUBJECTS WERE 120 SECOND, FOURTH, AND SIXTH GRADERS FROM PEORIA, ILLINOIS, PUBLIC ELEMENTARY SCHOOLS. MEASURES OF THE FOLLOWING VARIABLES WERE OBTAINED FOR EACH STUDENT-AUDITORY AND VISUAL REACTION TIMES, VISUAL-AUDITORY SHIFTING AND SINGULAR MODAL AUDITORY AND VISUAL RESPONSE, INTELLIGENCE, SOCIOECONOMIC STATUS, AND READING ACHIEVEMENT. CORRELATIONS AND T TESTS WERE USED TO ANALYZE THE DATA. MODAL SHIFTING WAS INDEPENDENT OF SOCIOECONOMIC STATUS. RANDOM RELATIONSHIPS EXISTED BETWEEN SENSE MODALITY SHIFTING AND READING ACHIEVEMENT. DIFFERENCES WERE NOT FOUND BETWEEN REACTION TIMES TO THE SINGULAR VISUAL AND AUDITORY CHANNELS AND THE SHIFTING BETWEEN THE TWO CHANNELS OF COMMUNICATION. REFERENCES AND TABLES ARE INCLUDED. (BK)

ED 015 120 RE 001 015

HILLERICH, R. L.
A BRIEF SUMMARY OF RESEARCH ON INTERCLASS GROUPING AT THE ELEMENTARY SCHOOL LEVEL.

PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.52 11P.

DESCRIPTORS *CLASS ORGANIZATION, *GROUPING (INSTRUCTIONAL PURPOSES), *GROUPING PROCEDURES, *READING ACHIEVEMENT, ELEMENTARY GRADES, GLENVIEW PUBLIC SCHOOLS, ILLINOIS, TWENTY-SEVEN STUDIES ON INTERCLASS GROUPING AT THE ELEMENTARY LEVEL ARE SUMMARIZED. IT IS POINTED OUT THAT THE SUMMARY IS NEITHER

EXHAUSTIVE NOR DELIBERATELY SLANTED. STUDIES POORLY DONE IN TERMS OF SAMPLE OR TREATMENT WERE NOT INCLUDED. THE STUDIES ARE GROUPED ACCORDING TO TWO QUESTIONS-(1) IS ACHIEVEMENT INCREASED BY GROUPING AND (2) ARE STUDENTS' ATTITUDES AFFECTED BY GROUPING. A SERIES OF QUOTATIONS FROM THE RESEARCH STUDIES IS GIVEN TO PROVIDE A BRIEF SURVEY OF THE LITERATURE. A BIBLIOGRAPHY IS INCLUDED. (RH)

ED 015 121 RE 001 016

HILLERICH, ROBERT L.
A READING SPECIALIST LOOKS AT LINGUISTICS.

PUB DATE JUN 67

EDRS PRICE MF-\$0.25 HC-\$0.54 19P.

DESCRIPTORS *LINGUISTICS, *READING INSTRUCTION, EARLY READING, GLENVIEW PUBLIC SCHOOLS, ILLINOIS, LINGUISTIC THEORY, READING MATERIALS.

THE RELATIONSHIP OF LINGUISTICS TO THE TEACHING OF READING IS DESCRIBED. FOUR MAJOR PRINCIPLES ON WHICH LINGUISTS SEEM TO AGREE ARE OUTLINED-(1) SPEECH IS LANGUAGE, WHILE PRINT IS ONLY THE REPRESENTATION OF LANGUAGE. (2) LANGUAGE IS SYSTEMATIC, NOT HAPHAZARD OR RANDOM, AND CONSEQUENTLY CAN BE STUDIED IN A SYSTEMATIC FASHION. (3) LANGUAGE IS HABITUAL, AND ONE DEVELOPS SKILL IN A LANGUAGE BY OPERATING WITHIN IT, NOT BY LEARNING ITS RULES. (4) THE TYPICAL SCHOOL-AGE CHILD HAS ALREADY MASTERED THE SOUNDS AND BASIC SENTENCE PATTERNS OF HIS NATIVE LANGUAGE. THE SUCCESS OF THE CRITICAL ACT OF APPLYING THESE PRINCIPLES TO THE TEACHING OF READING DEPENDS ON THE COOPERATION BETWEEN LINGUISTS AND READING SPECIALISTS. TO ILLUSTRATE THE DIFFERENCE BETWEEN THE TWO GROUPS, THE CONTENT OF LINGUISTICS MATERIALS IS CONTRASTED WITH THE CONTENT OF TYPICAL BASAL READERS. LINGUISTS SHOULD HELP TEACHERS OF READING TO UNDERSTAND THE STRUCTURE OF THE LANGUAGE AND HOW IT FUNCTIONS SO THAT THEY CAN TEACH READING MORE EFFECTIVELY. A BIBLIOGRAPHY IS GIVEN. (RH)

ED 015 122 RE 001 025

HOFFMAN, ELIZABETH P.
MORE EFFECTIVE USE OF SCHOOL LIBRARIES.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INSTRUCTIONAL MATERIALS CENTERS, *LIBRARY PROGRAMS, *LIBRARY SERVICES, *LIBRARY SPECIALISTS, *SCHOOL LIBRARIES, ANNUAL READING INSTITUTE, HAVERFORD TOWNSHIP SCHOOL DISTRICT, LIBRARY FACILITIES, LIBRARY MATERIALS, SCHOOL STUDY CENTERS, TEMPLE UNIVERSITY.

A WELL-EQUIPPED AND ADEQUATELY STAFFED SCHOOL LIBRARY CAN HELP IMPROVE INSTRUCTION AND CAN BE THE CENTER OF LEARNING BY PROVIDING EXTENSIVE ENRICHMENT MATERIALS. THE SCHOOL LIBRARY IS A NECESSARY PART OF EVERY SCHOOL. THE AMERICAN LIBRARY ASSOCIATION (ALA) RECOMMENDS STANDARDS BASED ON SCHOOL SIZE, AND THE KNAPP FOUNDATION SPONSORS SCHOOL LIBRARY DEVELOPMENT PROJECTS THROUGH THE ALA.

THESE DEVELOPMENTS INDICATE THE GROWING INTEREST IN NATIONWIDE SCHOOL LIBRARY PROJECTS: HOWEVER, THERE IS A GREAT NEED FOR PROPERLY TRAINED PERSONNEL, FOR MORE SPACE, AND MORE ALLOCATIONS. THE SCHOOL LIBRARY PROGRAM SHOULD BE COORDINATED WITH THE ENTIRE SCHOOL CURRICULUM IN ORDER TO STRUCTURE TEACHING UNITS, TO MEET SPECIAL STUDENT NEEDS, AND TO PROMOTE PROFESSIONAL RELATIONS. THE SCHOOL LIBRARY'S WORK SHOULD BE RELATED TO COMMUNITY NEEDS THROUGH THE PARENT TEACHERS ASSOCIATION. THIS PAPER IS PUBLISHED IN "READING AND THINKING, PROCEEDINGS OF THE 22ND ANNUAL READING INSTITUTE AT TEMPLE UNIVERSITY," TEMPLE UNIVERSITY, PHILADELPHIA, PA., 1965. (NS)

ED 015 123 SE 002 772

TAYLOR, CALVIN W.
THE 1955 UNIVERSITY OF UTAH RESEARCH CONFERENCE ON THE IDENTIFICATION OF CREATIVE SCIENTIFIC TALENT (1ST, BRIGHTON, AUGUST 27-30, 1955.)
UTAH UNIV., SALT LAKE CITY
PUB DATE 56

EDRS PRICE MF-\$1.25 HC-\$11.12 276P.

DESCRIPTORS *CONFERENCE REPORTS, *CREATIVITY, *LEARNING THEORIES, *RESEARCH REVIEWS (PUBLICATIONS), *SCIENCE EDUCATION, *SCIENTIFIC MANPOWER, ABLE STUDENTS, COLLEGE-S, ENGINEERING, INTELLIGENCE, MENTAL HEALTH, NATIONAL SCIENCE FOUNDATION, PERSONALITY, PROBLEM SOLVING, RESEARCHERS, STRONG VOCATIONAL INTEREST BLANK, STUDENT CHARACTERISTICS, TEACHING TECHNIQUES, UNIVERSITIES, UNIVERSITY OF UTAH,

PAPERS AND COMMITTEE REPORTS ARE INCLUDED IN THIS REPORT OF A 1955 CONFERENCE ON THE IDENTIFICATION OF CREATIVE SCIENCE TALENT. MOST PAPERS DEAL WITH THE THEORETICAL INTERPRETATION OF CREATIVITY AND ITS MEASUREMENT. SOME ARE REVIEWS OF RESEARCH RELATED TO THE IDENTIFICATION OF CREATIVE INDIVIDUALS AND PROCEDURES USED BY VARIOUS ORGANIZATIONS IN THIS ACTIVITY. MAJOR THEMES OF THE FORMER INCLUDE THE RELATIONSHIP BETWEEN CREATIVITY AND (1) INTELLIGENCE FACTORS, (2) PERSONAL CHARACTERISTICS, (3) ENVIRONMENTAL FACTORS, AND (4) INDIVIDUAL EXPRESSION ABILITY. OTHERS DESCRIBE (1) THE SOCIAL AND TECHNOLOGICAL INFLUENCES ON CREATIVITY, (2) PROCESSES INVOLVED IN CREATIVE THOUGHT, (3) METHODS OF DETERMINING PRODUCTIVE CREATIVITY, AND (4) PROBLEMS IN THE IDENTIFICATION OF SCIENTIFIC TALENT. DESCRIPTIONS OF PROCEDURES USED IN THE IDENTIFICATION OF CREATIVE TALENT AMONG ENGINEERS AND PROSPECTIVE MILITARY INSTRUCTORS ARE INCLUDED. ALL PAPERS REPORT COMMENTS AND QUESTIONS FROM PARTICIPANTS. SEVERAL COMMITTEE REPORTS AND AN EXTENSIVE BIBLIOGRAPHY ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE UNIVERSITY OF UTAH PRESS, BUILDING 303, SALT LAKE CITY, UTAH 84112. (AG)

ED 015 124 SE 003 116

WINN, MITCHELL AND OTHERS
DRUG ABUSE-ESCAPE TO NOWHERE.
SMITH, KLINE AND FRENCH LABS., PHILADELPHIA, PA.
REPORT NUMBER 244-07816

AMERICAN ASSN. FOR HEALTH, P. E. AND RECREATION
PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DRUG ADDICTION, *HEALTH EDUCATION, *NARCOTICS, ADULT EDUCATION, AMERICAN ASSOCIATION FOR HEALTH, AUDIOVISUAL AIDS, BIBLIOGRAPHIES, COLLEGE SCIENCE, ELEMENTARY SCHOOL SCIENCE, FILMS, HEALTH, INSTRUCTIONAL MATERIALS, NATIONAL EDUCATION ASSOCIATION, PHYSICAL EDUCATION AND RECREATION, PUBLIC HEALTH, REFERENCE MATERIALS, SECONDARY SCHOOL SCIENCE,

THIS PUBLICATION IS A GUIDE TO EDUCATORS IN THEIR EFFORTS TO DEVELOP PROGRAMS TO COMBAT DRUG ABUSE. IT IS DESIGNED AS AN INFORMATION SOURCE, NOT A PLAN FOR TEACHING. MAJOR AREAS INCLUDED IN THE DOCUMENT ARE (1) A HISTORICAL PERSPECTIVE, (2) DRUGS OF ABUSE AND THEIR EFFECTS, (3) THE DRUG ABUSER AND METHODS OF THERAPY, (4) EDUCATION APPROACHES, AND (5) PROBLEMS OF ABUSER IDENTIFICATION. ALSO DISCUSSED ARE DRUG DISTRIBUTION, LEGAL CONTROLS, AND MEDICAL AGENCIES FOR ADDICTS. A FILM LIST, REFERENCE MATERIALS, A LIST OF TECHNICAL TERMS, A GLOSSARY OF SLANG TERMS, AND A DRUG ABUSE REFERENCE CHART ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FOR \$2.00 FROM THE NATIONAL EDUCATION ASSOCIATION, PUBLICATION-SALES DEPARTMENT, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (DS)

ED 015 125 SE 003 117

YAHRAES, HERBERT AND OTHERS
NARCOTIC DRUG ADDICTION.
PUBLIC HEALTH SERVICE (DHEW), BETHESDA, MD.
REPORT NUMBER NIMH-MONOGR-2
REPORT NUMBER PHS-PUB-1021
PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$1.32 31P.

DESCRIPTORS *DRUG ADDICTION, *HEALTH EDUCATION, *NARCOTICS, ADULT EDUCATION, COLLEGE SCIENCE, ELEMENTARY SCHOOL SCIENCE, HEALTH, MENTAL HEALTH, MENTAL HEALTH MONOGRAPHS, PUBLIC HEALTH, PUBLIC HEALTH SERVICE, SECONDARY SCHOOL SCIENCE, UNITED STATES DEPARTMENT OF HEALTH EDUCATION AND WELFARE,

MUCH HAS BEEN LEARNED IN RECENT YEARS ABOUT THE NATURE OF DRUG ADDICTION, THE FACTORS WHICH LEAD A PERSON INTO ADDICTION, AND THE EFFECTIVE TREATMENT OF PERSONS WHO HAVE BECOME ADDICTED. THIS PAMPHLET SURVEYS THE NEW FINDINGS AND IS INTENDED PRIMARILY FOR (1) THOSE WHO IN THE COURSE OF THEIR PROFESSIONAL DUTIES COME IN CONTACT WITH ADDICTED INDIVIDUALS AND DESIRE CURRENT DATA, AND (2) FOR TEACHERS, PARTICULARLY THOSE CHARGED WITH PREPARING INSTRUCTIONAL MATERIALS. THE PAMPHLET DEALS FOR THE MOST PART WITH ADDICTION TO NARCOTICS, PRINCIPALLY OPIATES AND SYNTHETIC DRUGS WITH OPIATE-LIKE REACTIONS. THE MAJOR AREAS COVERED ARE (1) THE EFFECT OF NARCOTICS, (2) THE PEOPLE WHO TURN TO NARCOTICS, (3) THE DOCTOR AND THE ADDICTED PERSON, (4) TREATMENT IN FEDERAL HOSPITALS, (5) AFTERCARE AND OTHER NEW APPROACHES, AND (6) PREVENTING ADDICTION. PROBLEMS WITH OTHER DRUGS SUCH AS MARIHUA-

NA, COCAINE, AMPHETAMINES, BARBITUATES, AND TRANQUILIZERS ARE ALSO BRIEFLY DISCUSSED. SINGLE COPIES ARE AVAILABLE UPON REQUEST FROM THE NATIONAL INSTITUTE OF MENTAL HEALTH, BETHESDA 14, MARYLAND. THIS DOCUMENT IS ALSO AVAILABLE FOR \$0.25 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (DS)

ED 015 126 SE 003 227

ASHBAUGH, BYRON L.
PLANNING A NATURE CENTER.
NATIONAL AUDUBON SOCIETY, NEW YORK, N.Y.
PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CONSERVATION EDUCATION, *EDUCATIONAL FACILITIES, *ELEMENTARY SCHOOL SCIENCE, *NATURE CENTERS, *OUTDOOR EDUCATION, *PROGRAM PLANNING, *SECONDARY SCHOOL SCIENCE, ADULT EDUCATION, BIOLOGY, COLLEGE SCIENCE, COMMUNITY RESOURCES, EARTH SCIENCE, EDUCATIONAL OBJECTIVES, EDUCATIONAL PROGRAMS, NATIONAL AUDUBON SOCIETY, URBAN EDUCATION,

THIS BULLETIN IS PRODUCED BY THE NATURE CENTERS DIVISION, NATIONAL AUDUBON SOCIETY TO PROVIDE PROFESSIONAL GUIDANCE AND TECHNICAL KNOW-HOW IN THE DEVELOPMENT OF COMMUNITY NATURE AND CONSERVATION CENTERS. THE TOPICS COVERED ARE-(1) PURPOSE AND VALUE OF A NATURE AND CONSERVATION CENTER, (2) INITIAL CONSIDERATIONS SUCH AS COMMUNITY READINESS, LAND AVAILABILITY, AND TYPE OF NATURE CENTERS, (3) ORGANIZING FOR ACTION INCLUDING SUGGESTIONS FOR COMMITTEE FORMATION, (4) APPRAISING THE COMMUNITY'S RESOURCES, (5) PLANNING THE PROGRAM INCLUDING TOPICS COVERED, BY GRADE LEVEL, SUBMITTED BY CENTERS ALREADY IN OPERATION, (6) SITE AND BUILDING PLANNING WITH DIAGRAMED LAYOUTS AND PLANS, (7) PLANNING EDUCATIONAL FACILITIES SUCH AS TRAIL PLANNING AND OUTDOOR DEMONSTRATIONS AND DISPLAYS, (8) STAFFING, BUDGET, AND FUND RAISING, AND (9) OPERATIONAL SUGGESTIONS FOR AFTER THE CENTER IS OPEN. APPENDED ARE-(1) A SAMPLE CONSTITUTION AND BYLAWS FOR A NATURE CENTER, (2) SAMPLE ARTICLES OF INCORPORATION, (3) THE SERVICE OFFERED BY THE NATURE CENTERS DIVISION OF THE NATIONAL AUDUBON SOCIETY, (4) NAMES AND ADDRESSES OF NATURE CENTERS AND DEMONSTRATION FARM OPERATED BY NATIONAL AUDUBON SOCIETY, (5) SOURCES OF MATERIALS AND ASSISTANCE, AND (6) SUGGESTIONS FOR MAKING TRAIL MARKERS AND OTHER SIGNS. THIS DOCUMENT IS AVAILABLE FOR \$2.00 FROM THE NATIONAL AUDUBON SOCIETY, 1130 FIFTH AVENUE, NEW YORK, NEW YORK 10028. (DS)

ED 015 127 SE 003 329

REPORT OF THE CONFERENCE ON INTERDISCIPLINARY ACTIVITIES (SEATTLE, JUNE 28-JULY 2, 1965).

COMMISSION ON UNDERGRAD. EDUC. IN BIOLOGICAL SCI.
ADVISORY COUNCIL ON COLL. CHEMISTRY

COMMISSION ON COLLEGE PHYSICS, ANN ARBOR, MICH.

PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$1.32 31P.

DESCRIPTORS *COLLEGE SCIENCE, *HI-

GHER EDUCATION, *INSTRUCTION, *UNDERGRADUATE STUDY, AGRICULTURE, BIOLOGY, CHEMISTRY, CONFERENCE ON INTERDISCIPLINARY ACTIVITIES, CONFERENCE REPORTS, CONFERENCES, ENGINEERING, GEOGRAPHY, GEOLOGY, MATHEMATICS, PHYSICS, QUANTUM MECHANICS, RESEARCH, SEATTLE, WASHINGTON.

PROCEEDINGS OF AN INTERDISCIPLINARY CONFERENCE ON UNDERGRADUATE COLLEGE SCIENCE TEACHING ARE REPORTED. SPECIFIC AREAS IN WHICH COOPERATION AMONG VARIOUS SCIENTIFIC DISCIPLINES COULD RESULT IN MORE EFFECTIVE INSTRUCTION AT THE UNDERGRADUATE COLLEGE LEVEL WERE DISCUSSED. PARTICIPATING SCIENTISTS REPRESENTED THE FIELDS OF BIOLOGY, CHEMISTRY, PHYSICS, MATHEMATICS, GEOLOGY, GEOGRAPHY, ENGINEERING, AND AGRICULTURE. THE MEETINGS WERE SPONSORED BY THE COMMISSION ON UNDERGRADUATE EDUCATION IN THE BIOLOGICAL SCIENCES, THE ADVISORY COUNCIL ON COLLEGE CHEMISTRY, AND THE COMMISSION ON COLLEGE PHYSICS. EFFORTS WERE FOCUSED ON SPECIFIC OVERLAP AREAS OF CURRENT INTEREST WHICH INCLUDED (1) THE BIOLOGY-CHEMISTRY INTERFACE-MOLECULAR STRUCTURE, (2) THE CHEMISTRY-PHYSICS INTERFACE-MACROSCOPIC AND STATISTICAL THERMODYNAMICS, (3) QUANTUM MECHANICS, AND (4) INTERDISCIPLINARY EXPERIMENTAL SCIENCE. RECOMMENDATIONS AND PROPOSALS ARE INCLUDED. (DH)

ED 015 128 SE 003 576

BULKLEY, PETER Z.

AUTHENTIC INVOLVEMENT IN INTERDISCIPLINARY DESIGN, PROCEEDINGS OF CONFERENCE ON ENGINEERING DESIGN EDUCATION (3D, CARNEGIE INSTITUTE OF TECHNOLOGY, JULY 12-13, 1965).

COMMISSION ON ENGINEERING EDUC., WASHINGTON, D.C.

PUB DATE 65

EDRS PRICE MF-\$0.50 HC-\$3.65 90P.

DESCRIPTORS *ENGINEERING EDUCATION, *INSTRUCTION, *TECHNOLOGY, CARNEGIE INSTITUTE OF TECHNOLOGY, CONFERENCE REPORTS, NATIONAL SCIENCE FOUNDATION, WORKSHOPS.

REPORTED ARE THE PROCEEDINGS OF THE THIRD CONFERENCE ON ENGINEERING DESIGN EDUCATION. ITS CONCERNS WERE THE CRITICISM AND DISSEMINATION OF RESULTS OF DESIGN LABORATORY WORKSHOPS HELD EARLIER AT EACH OF THE PARTICIPATING INSTITUTIONS. WORKSHOPS WERE CONCERNED WITH FACULTY DEVELOPMENT TO DETERMINE WHETHER TEACHERS, MANY OF WHOM WERE EXPERIENCED IN ENGINEERING DESIGN EDUCATION, COULD SUCCESSFULLY GUIDE STUDENTS THROUGH UNSTRUCTURED DESIGN PROJECTS. WORKSHOP PARTICIPANTS DESCRIBED THEIR EXPERIENCES, AND FOUR EXPERTS IN DESIGN-RELATED FIELDS, WHO HAD VISITED THE WORKSHOPS, DESCRIBED THEIR IMPRESSIONS. ONE SESSION WAS DEVOTED TO THE CASE STUDY METHOD OF DESIGN EDUCATION USED AT STANFORD. INVITED LECTURERS DESCRIBED HOW SOME OF THE NATION'S MAJOR INDUSTRIES ACCOMPLISHED INTERDISCIPLINARY DESIGN. SECTIONS OF THE REPORT DEAL WITH (1) INTRODUCTION, (2) DESIGN LABORATORY WORKSHOPS, (3) CASE METHOD WORKSHOPS, AND (4) SPEAKERS FROM INDUSTRY. APPENDIXES LIST (1) THE CONFERENCE PROGRAM, (2) CONFERENCE ATTENDEES,

AND (3) WORKSHOP PARTICIPANTS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE COMMISSION ON ENGINEERING EDUCATION, 1501 NEW HAMPSHIRE AVENUE N.W., WASHINGTON, D.C. 20036. (DH)

ED 015 129 24 SE 003 724

HUSEN, TORSTEN AND OTHERS
INTERNATIONAL STUDY OF ACHIEVEMENT IN MATHEMATICS, A COMPARISON OF TWELVE COUNTRIES, VOLUME I.
INTERNATIONAL PROJ. FOR THE EVAL. OF EDUC. ACHIEV.

REPORT NUMBER BR-5-0676-VOL-1

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *COMPARATIVE EDUCATION, *EVALUATION, *MATHEMATICS EDUCATION, AUSTRALIA, BELGIUM, COMPARATIVE TESTING, CULTURAL DIFFERENCES, CULTURE, CURRICULUM, EDUCATIONAL OBJECTIVES, EDUCATIONAL PHILOSOPHY, ENGLAND, FINLAND, FRANCE, INSTRUCTION, INTERNATIONAL ORGANIZATIONS, ISRAEL, RESEARCH METHODOLOGY, SECONDARY EDUCATION, SOCIO-ECONOMIC INFLUENCES, STUDENT CHARACTERISTICS, TEACHER CHARACTERISTICS, TEACHER EDUCATION, TESTING, UNESCO.

THIS REPORT OF AN INTERNATIONAL RESEARCH ALLIANCE OF TWELVE COUNTRIES EXPLAINS THE ESTABLISHMENT OF PROCEDURES OF RESEARCH AND QUANTITATIVE ASSESSMENT FOR THE COMPARATIVE STUDY OF EDUCATION THROUGHOUT THE WORLD. RESEARCH INSTITUTES FROM TWELVE COUNTRIES ORGANIZED THE COUNCIL OF THE INTERNATIONAL PROJECT FOR THE EVALUATION OF EDUCATIONAL ACHIEVEMENT (IEA). THOSE PARTICIPATING WERE (1) AUSTRALIA, (2) BELGIUM, (3) ENGLAND, (4) FEDERAL REPUBLIC OF GERMANY, (5) FINLAND, (6) FRANCE, (7) ISRAEL, (8) JAPAN, (9) NETHERLANDS, (10) SCOTLAND, (11) SWEDEN, AND (12) UNITED STATES. THE UNITED STATES OFFICE OF EDUCATION PROVIDED FUNDS TO SUPPORT THE STUDY. THE STUDY WAS DESIGNED TO TEST A NUMBER OF FUNDAMENTAL HYPOTHESES RELATED TO A VARIETY OF EDUCATIONAL SYSTEMS IN DIFFERENT CULTURAL, ECONOMIC, AND SOCIAL CONTEXTS. AMONG THE MOST IMPORTANT OF THE COMPLEX PROBLEMS WAS THE CONSTRUCTION OF VALID MEASURING INSTRUMENTS WITHIN BOTH THE COGNITIVE AND NONCOGNITIVE DOMAIN. BECAUSE OF THE APPARENT UNIVERSALITY OF IMPORTANCE GIVEN TO MATHEMATICS, IT WAS DECIDED THAT THE STUDIES SHOULD START WITH THE FIELD OF MATHEMATICS. VOLUME I EXPLAINS (1) THE INTENTIONS AND BACKGROUND OF THE PROJECT, (2) ITS ADMINISTRATION, (3) FORMULATION OF HYPOTHESES, (4) EXAMINATION OF SUBJECT AREAS TO BE TESTED, (5) MECHANICS OF TEXT CONSTRUCTION, (6) ADMINISTRATION AND PROCESSING OF THE TESTING PROGRAM, (7) COMPARATIVE STATISTICS OF EDUCATIONAL SYSTEMS, AND (8) CULTURAL ENTITIES. APPENDIXES CONTAIN A SUMMARY OF TOPICS IN THE MATHEMATICS I AND II TESTS AND A TABULATION OF VARIABLES IN THE IEA STUDY. A LIST OF REFERENCES AND A SUBJECT INDEX ARE GIVEN. RESULTS AND ANALYSIS OF THE TESTING PROGRAM ARE REPORTED IN A SECOND PUBLICATION, INTERNATIONAL

STUDY OF ACHIEVEMENT IN MATHEMATICS-A COMPARISON OF TWELVE COUNTRIES, VOLUME II. THIS DOCUMENT IS AVAILABLE FROM JOHN WILEY AND SONS, 605 THIRD AVENUE, NEW YORK, NEW YORK 10016. (DH)

ED 015 130 24 SE 003 725

HUSEN, TORSTEN AND OTHERS
INTERNATIONAL STUDY OF ACHIEVEMENT IN MATHEMATICS, A COMPARISON OF TWELVE COUNTRIES, VOLUME II.
INTERNATIONAL PROJ. FOR THE EVAL. OF EDUC. ACHIEV.

REPORT NUMBER BR-5-0676-VOL-2

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *COMPARATIVE EDUCATION, *EVALUATION, *MATHEMATICS EDUCATION, *SECONDARY EDUCATION, *STATISTICAL DATA, *TESTING, ATTITUDES, AUSTRALIA, BELGIUM, BIBLIOGRAPHIES, COMPARATIVE TESTING, CULTURAL DIFFERENCES, CULTURE, CURRICULUM, EDUCATIONAL OBJECTIVES, EDUCATIONAL PHILOSOPHY, ENGLAND, FEDERAL REPUBLIC OF GERMANY, INSTRUCTION, INTERNATIONAL ORGANIZATION, SCHOOL ORGANIZATION, STUDENT CHARACTERISTICS.

THIS REPORT BY AN INTERNATIONAL RESEARCH ORGANIZATION SUMMARIZES AN ASSESSMENT OF MATHEMATICAL ACHIEVEMENT IN TWELVE COUNTRIES. THE STUDY WAS DESIGNED TO TEST HYPOTHESES WITHIN THE FRAMEWORK OF COMPARATIVE EDUCATION. MANY OF THE PROBLEMS AND LIMITATIONS OF THE STUDY ARE EXPLAINED, AND INTERPRETATIONS AND GENERALIZATIONS ARE TEMPERED WITH CAUTION. IN THE SECTION ON FURTHER RESEARCH, PLANS FOR THE NEXT PHASE OF THE INTERNATIONAL PROJECT FOR THE EVALUATION OF EDUCATIONAL ACHIEVEMENT (IEA) ARE DISCUSSED IN THE LIGHT OF INSIGHTS GAINED IN THE MATHEMATICS PHASE. CHAPTERS OF THE REPORT DEAL WITH (1) MATHEMATICS TESTS AND ATTITUDE INVENTORY SCORES, (2) CORRELATIONS BETWEEN COUNTRIES, (3) THE RELATION OF SCHOOL ORGANIZATION TO ATTAINMENT IN MATHEMATICS, (4) PROBLEMS RELATED TO THE CURRICULUM AND INSTRUCTIONAL METHODS, (5) THE SOCIAL FACTORS IN EDUCATION, (6) REGRESSION ANALYSIS, AND (7) A SUMMARY OF MAJOR FINDINGS. IN ADDITION TO THE OTHER DATA, THE APPENDICES CONTAIN THE MATHEMATICS TEST AND STATISTICS FOR EACH ITEM. PARTICIPATING COUNTRIES INCLUDE (1) AUSTRALIA, (2) BELGIUM, (3) ENGLAND, (4) FEDERAL REPUBLIC OF GERMANY, (5) FINLAND, (6) FRANCE, (7) ISRAEL, (8) JAPAN, (9) NETHERLANDS, (10) SCOTLAND, (11) SWEDEN, AND (12) UNITED STATES OF AMERICA. THIS DOCUMENT IS AVAILABLE FROM JOHN WILEY AND SONS, 605 THIRD AVENUE, NEW YORK, NEW YORK 10016. (DH)

ED 015 131 SE 003 743

RASMUSSEN, MARGARET AND OTHERS
SCIENCE FOR THE EIGHTS-TO-TWELVES.
ASSOCIATION FOR CHILDHOOD EDUC. INTERNATIONAL

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CURRICULUM PLANNING, *EDUCATIONAL OBJECTIVES, *ELE-

MENTARY SCHOOL SCIENCE, *EVALUATION, *INTERMEDIATE GRADES, *SCIENCE ACTIVITIES, *STUDENT CHARACTERISTICS, *TEACHING METHODS, AUDIOVISUAL AIDS, BIOLOGY, CONCEPT FORMATION, CONSERVATION EDUCATION, EARTH SCIENCE, GENERAL SCIENCE, INSTRUCTION, INSTRUCTIONAL MATERIALS, PHYSICAL SCIENCE, SAFETY, SCIENCE EQUIPMENT, SCIENCE MATERIALS, SCIENTIFIC ATTITUDES, SCIENTIFIC METHODOLOGY, STUDENT ATTITUDES, STUDENT INTERESTS.

THIS BULLETIN PREPARED FOR THE ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL (ACEI) PROVIDES GUIDELINES FOR TEACHERS, ADMINISTRATORS, CONSULTANTS, SUPERVISORS, AND OTHERS WHO WORK WITH CHILDREN TO PROMOTE AND DEVELOP EFFECTIVE LEARNING EXPERIENCES FOR CHILDREN IN SCIENCE. THE PUBLICATION IS BASED ON THE PREMISE THAT EXPERIENCES THE CHILD HAS IN SCIENCE SHOULD DEVELOP BEHAVIORAL CHANGES. HE SHOULD ACQUIRE NEW IDEAS, BROADER INTERESTS, SKILLS HE DID NOT FORMERLY POSSESS, AND MORE EFFECTIVE WAYS OF THINKING. SOME TOPICS DISCUSSED ARE (1) THE NATURE OF EIGHT-TO-TWELVE YEAR OLDS, (2) REASONS FOR TEACHING SCIENCE IN THE ELEMENTARY SCHOOL, (3) GUIDELINES FOR SELECTING CONTENT, (4) WAYS OF HELPING CHILDREN LEARN SCIENCE, (5) SELECTING MATERIALS FOR SCIENCE LEARNING, (6) TEACHING EFFECTIVENESS, AND (7) ASSESSMENT OF LEARNING. A BIBLIOGRAPHY AND ANNOTATED LISTING OF OTHER ACEI PUBLICATIONS ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FROM THE ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL, 3615 WISCONSIN AVENUE, N.W., WASHINGTON, D.C. 20016. (DS)

ED 015 132

SE 003 747

DUNFEE, MAXINE

ELEMENTARY SCHOOL SCIENCE—A GUIDE TO CURRENT RESEARCH.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEV.

PUB DATE 67

EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS. 87P.

DESCRIPTORS *BIBLIOGRAPHIES, *EDUCATIONAL RESEARCH, *ELEMENTARY SCHOOL SCIENCE, *RESEARCH, *SCIENCE EDUCATION, ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, CONCEPT FORMATION, CURRICULUM, CURRICULUM DEVELOPMENT, DISCOVERY LEARNING, EDUCATIONAL OBJECTIVES, EDUCATIONAL TELEVISION, EVALUATION, INDIVIDUAL DIFFERENCES, INSTRUCTION, INSTRUCTIONAL MATERIALS, INTERESTS, PROGRAMED INSTRUCTION, SCIENCE COURSE IMPROVEMENT PROJECT, SCIENCE EQUIPMENT, STUDENT INTERESTS, TEACHER EDUCATION, TEXTBOOKS.

ELEMENTARY SCHOOL SCIENCE RESEARCH STUDIES ARE CATEGORIZED AND DESCRIBED IN THIS BOOKLET DESIGNED FOR CLASSROOM TEACHERS AND CURRICULUM WORKERS. ALTHOUGH MAJOR EMPHASIS OF THE REVIEW IS ON STUDIES PUBLISHED DURING THE 1960's, OLDER STUDIES OF MAJOR SIGNIFICANCE ARE INCLUDED. A MAJORITY OF THE REVIEWS IS BASED ON REPORTS THAT APPEARED AS JOURNAL ARTICLES

OR SUMMARIES FROM DISSERTATION ABSTRACTS. MAJOR CATEGORIES OF STUDIES INCLUDE THOSE THAT DEAL WITH (1) EDUCATIONAL OBJECTIVES, (2) STUDENTS' SCIENCE INTERESTS, (3) CONCEPT DEVELOPMENT, (4) INDIVIDUAL DIFFERENCES, (5) LEARNING EXPERIENCES, (6) INQUIRY AND DISCOVERY LEARNING, (7) EVALUATION, (8) TEXTBOOKS, (9) PROGRAMED LEARNING, (10) RADIO AND TELEVISION, (11) FILMS, (12) SCIENCE EQUIPMENT, AND (13) PRESERVICE AND INSERVICE TEACHER EDUCATION. INDIVIDUAL REVIEWS ARE BRIEF AND GENERALLY INCLUDE AN EXPLANATION OF WHAT WAS DONE AND A SUMMARY OF MAJOR FINDINGS. ALTHOUGH GENERAL COMMENTS ARE INCLUDED, NO ATTEMPT IS MADE TO ANALYZE DESIGNS OR EVALUATE TECHNIQUES OR RESULTS. A LIST OF COMPLETE CITATIONS FOR ALL STUDIES REVIEWED IS INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FOR \$2.25 FROM THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (AG)

ED 015 133

SE 003 748

SULLIVAN, JOHN J. TAYLOR, CALVIN W. LEARNING AND CREATIVITY WITH SPECIAL EMPHASIS ON SCIENCE.

NATIONAL SCIENCE TEACHERS ASSN., WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS. 53P.

DESCRIPTORS *CREATIVITY, *LEARNING THEORIES, *SCIENCE EDUCATION, CREATIVE THINKING, EDUCATIONAL PSYCHOLOGY, INSTRUCTION, NATIONAL EDUCATION ASSOCIATION, NATIONAL SCIENCE TEACHERS ASSOCIATION, QUESTIONING TECHNIQUES, STUDENT CHARACTERISTICS, TALENT DEVELOPMENT, TALENT IDENTIFICATION, TEACHING TECHNIQUES.

PAPERS CONCERNING (1) LEARNING AND METHODS OF INVESTIGATION, AND (2) CREATIVITY AND PRODUCTIVE THINKING ARE INCLUDED IN THIS NATIONAL SCIENCE TEACHERS ASSOCIATION PUBLICATION. IN THE PAPER THAT DEALS WITH LEARNING, A DEFINITION OF LEARNING AND A DESCRIPTION OF BEHAVIORAL PSYCHOLOGY ARE FOLLOWED BY A DISCUSSION OF DISCRIMINATIVE STIMULI AND RESPONSES IN THE MODIFICATION OF STUDENT BEHAVIOR. THE LANGUAGE OF SCIENCE, ITS METHODS OF INQUIRY, AND CONCEPTUAL SCHEMES ARE THEN RELATED TO STIMULUS-RESPONSE LEARNING THEORY. AFTER A BRIEF DISCUSSION OF INHIBITION, THE SOCIAL, PHYSICAL, AND INTELLECTUAL DEVELOPMENT OF THE CHILD IS CONSIDERED. CONCLUDING SECTIONS OFFER PRACTICAL ADVICE IN THE APPLICATION OF LEARNING THEORY TO CLASSROOM SITUATIONS. INTRODUCTORY SECTIONS OF THE PAPER ON CREATIVITY ARE DEVOTED TO THE NATURE OF THE CREATIVE PROCESS AND THE IDENTIFICATION OF CREATIVE TALENT IN THE CLASSROOM. MANY CHARACTERISTICS OF CREATIVE INDIVIDUALS ARE LISTED AND DISCUSSED. FOLLOWING A REVIEW OF RESEARCH STUDIES THAT HAVE IMPLICATIONS FOR SCIENCE TEACHING THAT ENCOURAGES AND FOSTERS CREATIVITY, SUGGESTIONS FOR THE IMPROVEMENT OF EXISTING SCIENCE EDUCATION

PROGRAMS ARE MADE. FINALLY, A MODEL SCIENCE CURRICULUM WHICH RECOGNIZES THE STUDENT AS AN ACTIVE THINKER IS PROPOSED. THIS DOCUMENT IS ALSO AVAILABLE FOR \$2.00 FROM NEA PUBLICATIONS SALES, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (AG)

ED 015 134

SE 003 749

BRANDWEIN, PAUL F.

BUILDING CURRICULAR STRUCTURES FOR SCIENCE WITH SPECIAL REFERENCE TO THE JUNIOR HIGH SCHOOL.

NATIONAL SCIENCE TEACHERS ASSN., WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS. 26P.

DESCRIPTORS *CURRICULUM, *JUNIOR HIGH SCHOOLS, *SECONDARY SCHOOL SCIENCE, CURRICULUM DEVELOPMENT, CURRICULUM PLANNING, NATIONAL EDUCATION ASSOCIATION, NATIONAL SCIENCE TEACHERS ASSOCIATION,

SINCE JUNIOR HIGH SCHOOL STUDENTS REPRESENT A WIDE RANGE OF ABILITIES AND EXPERIENCES, THE SCIENCE CURRICULUM MUST BE BOTH CORRECTIVE OF IMPOVERISHED EXPERIENCE AND ADAPTIVE TO A VARIETY OF ABILITIES. THE PROGRAM SHOULD REFLECT THE NATURE OF SCIENCE AS AN ENTERPRISE OF INTELLIGENCE AND SHOULD USE THE METHODS OF INTELLIGENCE. THE PURPOSES OF THE SCIENCE TEACHER SHOULD BE IN HARMONY WITH THOSE OF THE SCIENTIST. THUS TEACHERS SHOULD CREATE SITUATIONS THROUGH WHICH CHILDREN ENGAGE IN THE INVESTIGATION OF THE MATERIAL UNIVERSE TO SEEK ORDERLY EXPLANATIONS OF PHENOMENA AND TO TEST THESE EXPLANATIONS. THE CURRICULUM STRUCTURE WHICH PROVIDES SUPPORT AND OPPORTUNITY FOR THESE "INGREDIENT PROCESSES" MUST POSSESS STABILITY. A CURRICULUM BASED ON CONCEPTS PROVIDES A MEANS THROUGH WHICH CHILDREN CAN DEVELOP THE ABILITY TO CLASSIFY OR CATEGORIZE INFORMATION IN THE LEARNING PROCESS. CONCEPTS ARE DEVELOPED OVER LONG PERIODS OF ACTIVITY AND THOUGHT (DISCRIMINATING EXPERIENCE) AND INVOLVE (1) OLD COMPREHENSION, (2) CONFRONTATION, (3) INVESTIGATION, AND (4) NEW COMPREHENSION. DIFFERENT LEVELS OF EXPERIENCE INTRODUCED AT DIFFERENT GRADE LEVELS, OR LEVELS OF MATURATION, RESULT IN CONTINUOUS DEVELOPMENT AND INCREASED SOPHISTICATION IN CONCEPT ATTAINMENT. COURSE CONTENT SHOULD BE STRUCTURED BOTH VERTICALLY AND HORIZONTALLY SO THAT STUDENTS ARE CONFRONTED WITH PROBLEMS THAT ARE BASED ON PRIOR EXPERIENCES. THIS DOCUMENT IS ALSO AVAILABLE FOR \$1.00 FROM NEA PUBLICATIONS SALES, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (AG)

ED 015 135

SE 003 772

TURNER, C. E.

PLANNING FOR HEALTH EDUCATION IN SCHOOLS.

UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULT. ORG.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CURRICULUM GUIDES, *CURRICULUM PLANNING, *EDUCATIONAL OBJECTIVES, *ELEMENTARY SCHOOL SCIENCE, *HEALTH EDUCATION, *SECONDARY SCHOOL SCIENCE, *TEACHER EDUCATION, COMMUNITY HEALTH SERVICES, EDUCATIONAL NEEDS, EDUCATIONAL PROGRAMS, HEALTH, INSTRUCTION, PUBLIC HEALTH, RURAL EDUCATION, SCIENCE ACTIVITIES, TEACHING METHODS, UNESCO, UNITED NATIONS, URBAN EDUCATION, WORLD HEALTH ORGANIZATION.

THIS IS A REFERENCE BOOK FOR PEOPLE WHO ARE PLANNING HEALTH EDUCATION PROGRAMS FOR ELEMENTARY AND SECONDARY SCHOOLS AND TEACHER TRAINING INSTITUTIONS. THE BOOK IS CONSTRUCTED FOR USE AS AN ANNOTATED AGENDUM BY CURRICULUM COMMITTEES OR PLANNING GROUPS WHO ARE DEVELOPING HEALTH EDUCATION PROGRAMS. PERTINENT TOPICS ARE PRESENTED IN THE FORM OF QUESTIONS, AND THE ANNOTATIONS CONSIST OF ANSWERS WHICH HAVE BEEN GIVEN TO QUESTIONS IN HEALTH EDUCATION OUTLINES IN DIFFERENT PARTS OF THE WORLD. THE MAJOR SECTIONS DEAL WITH (1) ORIENTATION AND BACKGROUND MATERIAL, (2) PLANNING OF LEARNING EXPERIENCES IN HEALTH IN THE ELEMENTARY SCHOOL, (3) PLANNING FOR HEALTH EDUCATION IN THE SECONDARY SCHOOLS, AND (4) HEALTH EDUCATION IN TEACHER TRAINING INSTITUTIONS. EACH SECTION INDICATES THAT LEARNING EXPERIENCES IN HEALTH ARE PROVIDED AND INFLUENCED THROUGH—(1) HEALTHFUL SCHOOL LIVING, (2) SCHOOL HEALTH SERVICES, (3) HEALTH INSTRUCTION, AND (4) SCHOOLS, HOME, AND COMMUNITY RELATIONSHIPS. APPENDED ARE (1) A LISTING OF DESIRABLE LEARNING EXPERIENCES AND PRACTICES IN HEALTH, (2) A PROGRAM OF HEALTH EDUCATION FOR RURAL PRIMARY SCHOOLS, AND (3) A LISTING OF TOPICS PRESENTED IN TEACHER TRAINING COURSES DEALING WITH HEALTH EDUCATION AND THE SCHOOL HEALTH PROGRAM. THIS DOCUMENT IS AVAILABLE FOR \$3.50 FROM THE UNESCO PUBLICATIONS CENTER, 317 EAST 34TH STREET, NEW YORK, NEW YORK 10016. (DS)

ED 015 136 SE 003 785

COOMBS, PHILIP. AND OTHERS
EDUCATIONAL PLANNING—AN INVENTORY OF MAJOR RESEARCH NEEDS.

INTERNATIONAL INST. FOR EDUCATIONAL PLANNING

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CONFERENCE REPORTS, *EDUCATIONAL PLANNING, CONFERENCES, EDUCATIONAL FINANCE, EDUCATIONAL NEEDS, EDUCATIONAL RESEARCH, INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING, MANPOWER DEVELOPMENT, PARIS, RESEARCH, SOCIAL SCIENCES, SYSTEMS ANALYSIS, TEACHER SUPPLY AND DEMAND, WOMEN TEACHERS.

URGENT CONTEMPORARY EDUCATIONAL RESEARCH NEEDS AS SEEN FROM THE VANTAGE POINT OF BOTH PRODUCERS AND CONSUMERS OF RESEARCH ARE IDENTIFIED IN THIS REPORT. THE DOCUMENT, WHICH COVERS 25 POSSIBLE AREAS OF RESEARCH, SUGGESTS THOSE RESEARCH TOPICS WHICH, IN THE OPINION OF SELECTED CONSULTANTS, ARE CONSIDERED TO BE PARTICULARLY USEFUL AND IMPORTANT AS WELL AS FEASIBLE. SHOWING HOW SUCH RESEARCH

CAN CONTRIBUTE TO A BETTER KNOWLEDGE OF THE WHOLE FIELD OF EDUCATIONAL PLANNING, THE DOCUMENT TREATS EACH TOPIC AS A "PROJECT" AND SUGGESTS IN GENERAL TERMS HOW EACH MIGHT BE APPROACHED, ALLOWING RESEARCHERS THEMSELVES TO WORK OUT THE DETAILS TO FIT THEIR OWN CONDITIONS AND INCLINATIONS. THE PROJECTS ARE PRESENTED UNDER SIX MAIN HEADINGS—(1) EDUCATIONAL COSTS AND EFFICIENCY, (2) FINANCING EDUCATION, (3) TEACHERS, (4) MANPOWER ASPECTS, (5) THE PLANNING PROCESS, AND (6) INTERNATIONAL ASPECTS OF EDUCATIONAL PLANNING. THIS REPORT IS THE THIRD IN A SERIES OF PUBLICATIONS BY THE INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING. THE INSTITUTE'S FIRST REPORT WAS A COMPREHENSIVE BIBLIOGRAPHY ON EDUCATION PLANNING. THE SECOND REPORT WAS A DIRECTORY OF INSTITUTIONS IN THIRTY COUNTRIES DOING RESEARCH AND TRAINING IMPORTANT TO EDUCATIONAL PLANNING. THIS DOCUMENT IS AVAILABLE FROM THE INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING, 7, RUE EUGENE-DELA-CROIX, PARIS 16E. (PD)

ED 015 137 SE 003 795

KNOCK, H.E. AND OTHERS

TEACHING SCIENCE AT THE SECONDARY STAGE, A HANDBOOK ON THE TEACHING OF SCIENCE TO THE AVERAGE PUPIL.

ASSOCIATION FOR SCIENCE EDUC., CAMBRIDGE (ENGLAND)

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AUDIOVISUAL AIDS, *BIOLOGY, *CHEMISTRY, *EDUCATIONAL OBJECTIVES, *EVALUATION, *GENERAL EDUCATION, *INSTRUCTION, *PHYSICS, *SCIENCE ACTIVITIES, *SECONDARY SCHOOL SCIENCE, *TEACHER EDUCATION, *TEACHING METHODS, ASSOCIATION FOR SCIENCE EDUCATION, CURRICULUM PLANNING, ELEMENTARY SCHOOL SCIENCE, ENGLAND, METHODS COURSES, PROGRAMED INSTRUCTION, REFERENCE MATERIALS, SCIENCE EDUCATION, TEXTBOOKS.

THIS ENGLISH PUBLICATION IS DESIGNED TO PROVIDE DIRECTION FOR PROSPECTIVE OR PRACTICING TEACHERS IN THE TEACHING OF GENERAL EDUCATION SCIENCE TO SECONDARY SCHOOL STUDENTS. IT IS BASED ON THE ASSUMPTION THAT SCIENCE SHOULD BE RECOGNIZED, AND TAUGHT, AS A HUMAN ACTIVITY WHICH EXPLORES THE REALM OF HUMAN EXPERIENCE, MAPS IT METHODICALLY BUT IMAGINATIVELY, AND, BY DISCIPLINED SPECULATION, CREATES A COHERENT SYSTEM OF KNOWLEDGE. THE EDUCATIONAL AIMS ADVOCATED ARE (1) TO BASE INSTRUCTION ON THE EVERYDAY EXPERIENCE OF THE PUPILS, (2) TO INTEGRATE SCIENCE EDUCATION WITH MODERN TECHNOLOGICAL DEVELOPMENTS, (3) TO PROVIDE PRACTICAL STUDENT EXPERIENCES, (4) TO PROVIDE AT LEAST THREE YEARS OF INTEGRATED STUDY IN BIOLOGY, CHEMISTRY, AND PHYSICS, AND (5) TO INTEGRATE SCIENCE WITH OTHER FIELDS OF STUDY. STUDENT ACTIVITIES AND TEACHER DEMONSTRATIONS ARE EMPHASIZED AND MANY ACTIVITIES IN BIOLOGY, CHEMISTRY, AND PHYSICS ARE DESCRIBED. NUMEROUS DIAGRAMS ARE INCLUDED. OTHER AREAS DISCUSSED ARE (1) STUDENT EVALUATION, (2) TEACHING METHODS, (3) LESSON PLANNING AND SPECIMEN LESSONS, (4) SCIENCE FOR THE ACADEMICALLY UN-

SUCCESSFUL, (5) THE RELATIONSHIP OF SCIENCE TO OTHER SUBJECTS, (6) LABORATORY ORGANIZATION, (7) TEACHING AND LEARNING AIDS, (8) WRITTEN WORK, AND (9) THE SCIENCE LIBRARY. THIS DOCUMENT IS AVAILABLE FROM JOHN MURRAY LTD., 50 ALBEMARLE STREET, LONDON W. 1, ENGLAND. (DS)

ED 015 138

SE 003 814

LEE, ADDISON E.

THE DEVELOPMENT OF NEW SUPPLEMENTARY TEACHING MATERIALS AND AN ANALYSIS OF THEIR POTENTIAL USE IN THE HIGH SCHOOL BIOLOGY CURRICULUM. FINAL REPORT.

TEXAS UNIV., AUSTIN

REPORT NUMBER CRP-S-451

REPORT NUMBER BR-8-8449

PUB DATE AUG 66

CONTRACT OEC-6-10-171

EDRS PRICE MF-\$0.25 HC-\$0.40 SP.

DESCRIPTORS *BIOLOGY, *INSTRUCTION, *INSTRUCTIONAL MATERIALS, *SCIENCE ACTIVITIES, *SECONDARY SCHOOL SCIENCE, AUDIOVISUAL AIDS, BIOLOGICAL SCIENCES CURRICULUM STUDY, BIOLOGICAL SCIENCES CURRICULUM STUDY COMPREHENSIVE FINAL EXAM, DIFFERENTIAL ATTITUDE TESTS, HOUSTON, INQUIRY TRAINING, PROCESSES OF SCIENCE TEST, SCIENCE MATERIALS, TEACHING GUIDES, TEACHING TECHNIQUES, TEXAS, UNITED STATES DEPARTMENT OF HEALTH EDUCATION AND WELFARE.

THIS PROJECT CONSISTED OF DEVELOPING AND TESTING MATERIALS DESIGNED TO TEACH THE PROCESSES OF SCIENTIFIC INQUIRY TO BEGINNING BIOLOGY STUDENTS. MATERIALS CALLED "SPRINGBOARDS FOR DISCUSSION" AND DESIGNED FOR PRESENTATION BY USING THE OVERHEAD PROJECTOR AND MAGNETIC TAPES WERE USED IN INSTRUCTION. MATERIALS OF THE FOLLOWING TYPES WERE DEVELOPED—(1) EXPERIMENTS, EITHER CLASSICAL OR CURRENT, WHICH ARE CENTRAL TO THE UNDERSTANDING OF CERTAIN TOPICS IN THE BLUE VERSION BIOLOGICAL SCIENCES CURRICULUM STUDY (BSCS) TEXTBOOK, (2) MAGNETIC TAPES MADE BY BIOLOGISTS WHICH DESCRIBE A PARTICULAR EXPERIMENT, EXPLAIN THE EVIDENCE FOR PRESENT-DAY UNDERSTANDINGS OF CERTAIN TOPICS, OR DESCRIBE THE PRESENT STATE OF KNOWLEDGE AND CHALLENGES IN A PARTICULAR AREA OF BIOLOGY. DATA COLLECTED CONSISTED OF PRE-SCORES ON THE PROCESSES OF SCIENCE TEST AND THE VERBAL REASONING AND NUMERICAL ABILITY PORTIONS OF THE DIFFERENTIAL ATTITUDE TESTS. POST-SCORES OF THE PROCESSES OF SCIENCE TEST AND SELECTED ITEMS OF THE BSCS COMPREHENSIVE FINAL EXAMINATION WERE COLLECTED. THE DATA WERE ANALYZED BY AN ANALYSIS OF COVARIANCE IN WHICH THE PRETEST SCORES OF THE DIFFERENTIAL ATTITUDE TEST WERE HELD CONSTANT AND THE SCORES OF THE POST-TEST BSCS ITEMS AND GAINS OF THE PROCESSES OF SCIENCE TEST SERVING AS THE DEPENDENT VARIABLES. TEACHER FEEDBACK WAS OBTAINED ON EACH "SPRINGBOARD FOR DISCUSSION." IT WAS CONCLUDED THAT THE "SPRINGBOARDS FOR DISCUSSION" WERE EFFECTIVE TEACHING DEVICES TO EMPHASIZE PROCESSES AND PROCEDURES OF SCIENTIFIC INQUIRY. THE PREPARATION AND USE OF SUCH MATERIALS AS THE "SPRINGBOARDS FOR DISCUSSION" APPEAR TO BE AN EFFECT-

TIVE WAY OF IMPLEMENTING CHANGES
IN TEACHING PATTERNS. (DS)

ED 015 139

SE 003 903

PORTER, LAWRENCE C.
DIMENSIONS OF CHANGE IN HIGHER EDUCATION, CONFERENCE ON INNOVATION (3D, BARD COLLEGE, ANNANDALE-ON-HUDSON, NEW YORK, JANUARY 25-28, 1967). CONFERENCE SUMMARY.
UNION FOR RES. AND EXPERIMENTATION IN HIGHER EDUC.
PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.50 43P.

DESCRIPTORS *COLLEGE SCIENCE, *CURRICULUM, *GENERAL EDUCATION, *INSTRUCTION, *SCIENCE EDUCATION, *TEACHING METHODS, BIOLOGY, CHEMISTRY, CONFERENCE REPORTS, CONSERVATION EDUCATION, ECOLOGY, EDUCATIONAL INNOVATION, EDUCATIONAL OBJECTIVES, EDUCATIONAL PROBLEMS, EVALUATION, HIGHER EDUCATION, INDEPENDENT STUDY, PHYSICS, SCIENTIFIC ENTERPRISE, STUDENT OPINION, TALENT IDENTIFICATION, WHITE MEMORIAL FOUNDATION.

REPORTED ARE THE PROCEEDINGS OF THE THIRD IN A SERIES OF FOUR CONFERENCES ON INNOVATION IN HIGHER EDUCATION, HELD AT BARD COLLEGE ON JANUARY 25-28, 1967, THE CONFERENCE INVOLVED REPRESENTATIVES FROM TEN COLLEGES. THE LECTURES AND PANEL DISCUSSIONS DEALT WITH THE TOPICS (1) SCIENCE AS A HUMAN ENTERPRISE, (2) THE TEACHING OF SCIENCE IN LABORATORIES AND CLASSROOMS, (3) THE PREDICTION OF SCIENTIFIC TALENT, (4) A NEW APPROACH- THE INTEGRATION OF SCIENCE THROUGH ECOLOGY, (5) FACULTY COLLABORATION IN SCIENCE INSTRUCTION, AND (6) NEW APPROACHES TO THE LOGISTICS OF STAFFING AND "STUDENTING" SCIENCE. ALSO REPORTED WERE THE PROCEEDINGS OF WORKSHOPS IN THE AREAS OF (1) INDEPENDENT, EXPERIMENTAL WORK FOR FRESHMEN IN SCIENCE, (2) SCIENCE MAJORS IN A SMALL COLLEGE WITHIN A LARGE UNIVERSITY, (3) DEVELOPING A SCIENCE COURSE FOR NON-MAJORS WHICH HAS SCIENTIFIC AND HUMANISTIC VALIDITY, AND (4) WHERE AND HOW TO START BEGINNING STUDENTS TO BETTER MEET THEIR INDIVIDUAL NEEDS AND DESIRES. THE TITLES OF THE OTHER CONFERENCES OF THIS SERIES LISTED IN THEIR CHRONOLOGICAL ORDER ARE (1) "DIMENSIONS OF CHANGE IN HIGHER EDUCATION," (2) "NEW PATTERNS IN THE LIBERAL ARTS COLLEGES," AND (3) "CLIMATES OF LEARNING AND THE INNOVATIVE PROCESS." A LIST OF PARTICIPANTS AND THEIR ADDRESSES IS INCLUDED. (DS)

ED 015 140

SE 003 914

GOALS FOR SCHOOL MATHEMATICS, THE REPORT OF THE CONFERENCE ON SCHOOL MATHEMATICS (CAMBRIDGE, MASSACHUSETTS, 1963).
EDUCATIONAL SERVICES INC., NEWTON, MASS.
PUB DATE 63

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CONFERENCE REPORTS, *CURRICULUM DEVELOPMENT, *EDUCATIONAL OBJECTIVES, *ELEMENTARY SCHOOL MATHEMATICS, *MATHEMATICS EDUCATION, *MODERN MATHEMATICS, *SECONDARY SCHOOL MATHEMATICS, ALGEBRA, CALCULUS, CAMBRIDGE CONFERENCE ON SCHOOL MATHEMATICS, CONFERENCES, COURSE CONTENT, EDU-

CATIONAL SERVICES INCORPORATED, GEOMETRY, INSTRUCTION, MATHEMATICS, NATIONAL SCIENCE FOUNDATION, TEACHER EDUCATION, TEACHING PROCEDURES.

REPORTED ARE THE TENTATIVE VIEWS OF A GROUP OF MATHEMATICIANS ON THE CONTENT OF A PRE-COLLEGE MATHEMATICS CURRICULUM THAT MIGHT CONCEIVABLY REPRESENT THE TYPE OF PROGRAM WHICH WILL BE OPERATING IN A FEW DECADES. THE COMMITTEE PRESENTS ITS VIEWS, NOT AS A CURRICULUM GUIDE FOR ADMINISTRATORS AND MATHEMATICS EDUCATORS, BUT AS A BASIS FOR DISCUSSION, REFLECTION, AND EXPERIMENTATION. SECTION 1 DEALS WITH SUCH CONFERENCE BACKGROUND MATERIAL AS (1) PURPOSES, (2) ORGANIZATION, (3) PROCEDURE, (4) TASK, AND (5) PROPOSALS. SECTION 2 DEALS WITH THE BROAD GOALS OF THE MATHEMATICS CURRICULUM. OTHER SECTIONS IN ORDER ARE- (3) PEDAGOGICAL PRINCIPLES AND TECHNIQUES, (4) OBSERVATIONS, (5) K-6 PROGRAM, AND (6) GRADES 7-12. APPENDIXES INCLUDE INFORMATION ON (1) PROBABILITY AND STATISTICS, (2) LOGARITHMS IN THE ELEMENTARY SCHOOL, (3) INTRODUCTION TO FORMAL GEOMETRY, (4) EXPLORATION, (5) ELEMENTARY MODERN MATHEMATICS FROM THE ADVANCED STANDPOINT, (6) OPPORTUNITIES FOR PROOF-MAKING IN THE ELEMENTARY SCHOOL, (7) OF UNITS, AND (8) SIGNIFICANT FIGURES. THIS DOCUMENT IS AVAILABLE FROM HOUGHTON MIFFLIN COMPANY, 1900 SOUTH BATAVIA AVENUE, GENEVA, ILLINOIS 60134. (DH)

ED 015 141

SE 003 962

MASSIALAS, BYRON G. SMITH, FREDERICK R.
CURRENT RESEARCH IN SOCIAL STUDIES. BULLETIN OF THE SCHOOL OF EDUCATION, INDIANA UNIVERSITY.
INDIANA UNIV., BLOOMINGTON, SCH. OF EDUCATION
PUB DATE MAR 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CURRICULUM, *EDUCATIONAL OBJECTIVES, *ELEMENTARY EDUCATION, *INSTRUCTIONAL MATERIALS, *RESEARCH, *SECONDARY EDUCATION, *SOCIAL STUDIES, *TEACHING METHODS, AUDIOVISUAL AIDS, SOCIAL PROBLEMS, SOCIAL SCIENCES, TEXTBOOKS.

THIS REVIEW OF RESEARCH IN SOCIAL STUDIES SUMMARIZES THE MAJOR FINDINGS REPORTED IN THE LITERATURE DURING THE PERIOD 1959-1963. THE RESEARCH DESCRIBED IS PRESENTED UNDER SEVEN DIFFERENT HEADINGS- (1) OBJECTIVES, (2) CURRICULUM, (3) TEACHING SOCIAL STUDIES IN ELEMENTARY SCHOOLS, (4) TEACHING SOCIAL STUDIES IN SECONDARY SCHOOLS, (5) CONTROVERSIAL ISSUES, (6) TEXTBOOKS AND AUDIOVISUAL MATERIALS, AND (7) SOCIAL STUDIES IN OTHER LANDS. WHERE APPROPRIATE, GAPS IN KNOWLEDGE HAVE BEEN POINTED OUT AND THE REPORTED FINDINGS HAVE BEEN APPRAISED IN TERMS OF SOUNDNESS OF RESEARCH DESIGN, EXPERIMENTAL TECHNIQUE, OR THE THEORETICAL ASSUMPTIONS OF THE INVESTIGATION. MOREOVER, WHEN FEASIBLE, THE PRACTICAL RELEVANCE OF THE RESEARCH FINDINGS TO THE TASK OF THE SOCIAL STUDIES PRACTITIONER HAS BEEN INDICATED. THIS DOCUMENT IS AVAILABLE FOR \$1.25 FROM THE INDIANA UNIVERSITY BOOKSTORE, BLOOMINGTON, INDIANA. (PD)

ED 015 142

SE 003 986

DAVIS, E. E.
ATTITUDE CHANGE, A REVIEW AND BIBLIOGRAPHY OF SELECTED RESEARCH. UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULT. ORG.
REPORT NUMBER SS-CH-19
PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ATTITUDES, *BIBLIOGRAPHIES, *RESEARCH, COMMUNICATIONS, COMMUNITY ATTITUDES, CULTURAL FACTORS, CULTURE, GROUP DYNAMICS, INTERGROUP RELATIONS, PERSONALITY, RESEARCH METHODOLOGY, SOCIAL ATTITUDES, SOCIOECONOMIC INFLUENCES.

THIS DOCUMENT PROVIDES A REVIEW AND SELECTED BIBLIOGRAPHY OF RESEARCH RELEVANT TO CHANGING SOCIAL ATTITUDES, WITH THE VIEW TOWARD IMPROVING RELATIONS BETWEEN VARIOUS ETHNIC, RACIAL, RELIGIOUS, AND OTHER GROUPS. THE EMPHASIS IS ON RECENT RESEARCH. THE PUBLICATION IS DIVIDED INTO TWO MAIN SECTIONS. PART I IS DEVOTED TO A REVIEW OF IMPORTANT EXPERIMENTAL RESEARCH ON ATTITUDE CHANGE. THIS SECTION IS DIVIDED INTO CHAPTERS ON- (1) PERSONALITY-ORIENTED RESEARCH, (2) GROUP-ORIENTED RESEARCH, (3) PERSUASIVE COMMUNICATIONS RESEARCH, AND (4) THEORETICAL PROBLEMS OF ATTITUDE CHANGE RESEARCH. IN PART II OF THE PUBLICATION ACTION RESEARCH ON INTERGROUP ATTITUDES IS REVIEWED. THIS SECTION CONTAINS CHAPTERS ON- (1) EDUCATIONAL PROGRAMS IN INTERGROUP RELATIONS, (2) INTERGROUP CONTACT AND COMMUNITY STUDIES, AND (3) CULTURAL INFLUENCES AND THE ROLE OF SOCIETY. IN A CONCLUDING CHAPTER CONTEMPORARY TRENDS ARE SUMMARIZED AND PROSPECTS FOR FUTURE RESEARCH ARE IDENTIFIED. THIS DOCUMENT IS AVAILABLE FROM UNESCO PUBLICATIONS CENTER, 317 EAST 34TH STREET, NEW YORK, NEW YORK 10016. (PD)

ED 015 143

SP 000 499

JACOBSON, NATHAN AND OTHERS
TOWARDS EXCELLENCE IN TEACHING, REPORT TO THE SUPERINTENDENT OF SCHOOLS BY THE SCHOOL-COMMUNITY COMMITTEE FOR EDUCATIONAL EXCELLENCE.

NEW YORK CITY PUBLIC SCHOOLS, BROOKLYN, N.Y.
PUB DATE 31 JAN 66

EDRS PRICE MF-\$0.25 HC-\$1.20 28P.

DESCRIPTORS *ADVISORY COMMITTEES, *DISADVANTAGED YOUTH, *SCHOOL COMMUNITY COOPERATION, *SCHOOL IMPROVEMENT, *TEACHERS, ACADEMIC ACHIEVEMENT, COMMUNITY SERVICES, EFFECTIVE TEACHING, IN-SERVICE EDUCATION, JAREMA LAW, LIBERAL ARTS MAJORS, NEW YORK CITY, ORIENTATION, PLANNING, PRINCIPALS, RESPONSIBILITY, SUPERVISION, SUPERVISORS, TEACHER AIDES, TEACHER RECRUITMENT, URBAN TEACHING.

TO IMPROVE EDUCATION IN NEW YORK CITY, THE RECOMMENDATIONS OF A GROUP OF EDUCATORS AND COMMUNITY LEADERS INCLUDED (1) GIVING NEW TEACHERS BETTER ORIENTATION, EASIER TO TEACH CLASSES, AND REDUCED CLERICAL WORK, (2) WEEKLY JOINT PLANNING BY ALL TEACHERS ON A GRADE LEVEL, (3) CLOSER SUPERVISION OF PRINCIPALS BY ASSISTANT SUPERINTENDENTS, (4) THE HOLDING OF TEACHERS AND SUPERVISORS DIRECTLY ACCOUNTABLE FOR PUPIL ACHIEVEMENT

ON STANDARDIZED TESTS, (5) THE AWARDING OF FULL-PAY STUDY SABBATICALS TO SUPERIOR TEACHERS, (6) MASSIVE CONTINUED INSERVICE EDUCATION, (7) MORE EXTENSIVE NATION-WIDE TEACHER RECRUITMENT PRACTICES, (8) INTERNSHIP FOR PROSPECTIVE PRINCIPALS, AND (9) BETTER TRAINING FOR NEW TEACHERS IN ESTABLISHING GOOD COMMUNITY RELATIONSHIPS. APPENDICES INCLUDE QUALIFICATION FOR A FAMILY ASSISTANT TO HELP DISADVANTAGED FAMILIES AND A PLAN FOR ASSISTING LIBERAL ARTS GRADUATES TO BECOME TEACHERS. (AW)

ED 015 144 SP 001 255

POPHAM, V. JAMES BAKER, EVAL.
A PERFORMANCE TEST OF TEACHING EFFECTIVENESS.

PUB DATE 19 FEB 66

EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *EFFECTIVE TEACHING, *PREDICTIVE MEASUREMENT, *TEACHER EVALUATION, *TEST CONSTRUCTION, *TEST VALIDITY, ACADEMIC PERFORMANCE, INDUSTRIAL EDUCATION, KUDER RICHARDSON FORMULA 20, RELIABILITY, SECONDARY EDUCATION, STANDARDIZED TESTS, STATISTICAL ANALYSIS, STUDENT ATTITUDES, STUDENT INTERESTS, STUDENT MOTIVATION, TABLES (DATA), WONDERLIC PERSONNEL TEST.

THIS REPORT DESCRIBES THE INITIAL VALIDATION OF PERFORMANCE TESTS OF TEACHER EFFECTIVENESS-USING PUPIL GAINS AS THE CRITERION OF EFFECTIVENESS-AND THE STEPS TAKEN IN RECOGNITION OF THE PROPRIETY OF SUCH MEASURES ONLY IF ALL TEACHERS ARE TEACHING FOR THE SAME OBJECTIVES. AS A FIRST STEP, IT WAS HYPOTHEZIZED THAT A VALID PERFORMANCE TEST OF TEACHER EFFECTIVENESS SHOULD DISCRIMINATE BETWEEN TWO EXTREME GROUPS-(1) NONTEACHERS AND (2) SUPERIOR EXPERIENCED TEACHERS-BEFORE IT COULD BE USED FOR ASSESSING TEACHERS WHO DIFFER IN SPECIFIED WAYS (E.G., THOSE WHO ARE AND ARE NOT INTENSIVELY TRAINED TO BRING ABOUT BEHAVIOR CHANGE IN STUDENTS). SCORES ON STUDENT ACHIEVEMENT MEASURES ON TWO INDUSTRIAL EDUCATION TOPICS WERE ASSESSED FOR RELIABILITY AND INTERCORRELATED WITH MEASURES OF GRADE POINT AVERAGE, INTEREST IN THE SUBJECT MATTER, AND WITH WONDERLIC PERSONNEL TEST SCORES. THE OBJECTIVE HERE WAS TO DETECT VARIABLES THAT COULD POTENTIALLY BE USED TO CONTROL FOR STUDENT DIFFERENCES IN SUCH FACTORS AS "SET," INTELLIGENCE, ETC., IN ASSESSING TEACHER EFFECTIVENESS. KUDER-RICHARDSON RELIABILITY COEFFICIENTS OF .44 AND .78 WERE FOUND FOR THE ACHIEVEMENT TESTS. TEST SCORES CORRELATED .68 WITH GRADE POINT AVERAGE. A "PERPLEXING" FINDING WAS HIGHER TEST SCORES AMONG THOSE EXPRESSING LESS INTEREST IN THE INSTRUCTIONAL TOPIC. PRETEST SCORES WERE MORE HIGHLY CORRELATED WITH POSTTEST SCORES THAN WERE WONDERLIC SCORES. (PAPER PRESENTED AT THE 1966 AMER. EDUC. RES. ASSN. MEETING, CHICAGO, FEBRUARY 17-19, 1966). (AF)

ED 015 145 SP 001 314
ROBERTS, JULIAN
HUMAN RELATIONS TRAINING AND ITS EF-

FECT ON THE TEACHER-LEARNING PROCESS IN THE SOCIAL STUDIES.
YESHIVA UNIV., NEW YORK, N.Y., GRAD. SCH. OF EDUC.

PUB DATE AUG 67

EDRS PRICE MF-\$0.25 HC-\$1.00 23P.

DESCRIPTORS *INTERPERSONAL RELATIONSHIP, *SENSITIVITY TRAINING, *T GROUPS, CHANGING ATTITUDES, HUMAN RELATIONS, INSTRUCTIONAL INNOVATION, INTERACTION, LIPHE-VALED SCALE, MEYER'S SOCIAL ATTITUDE SCALE, SECONDARY SCHOOL STUDENTS, SELF CONCEPT, SOCIAL STUDIES, STUDENT BEHAVIOR, TAPE RECORDINGS.

TO TEST THE EFFECTS OF SENSITIVITY TRAINING ON STUDENTS, RANDOMLY-SELECTED 12TH GRADE SOCIAL STUDIES STUDENTS PARTICIPATED IN A T-GROUP FOR THE FIRST THREE WEEKS OF THE FALL 1966 SEMESTER. ANOTHER GROUP, TAUGHT BY THE SAME TEACHER, WAS NOT EXPOSED TO SENSITIVITY TRAINING, WHILE A SECOND CONTROL GROUP WAS TAUGHT BY A TEACHER WITHOUT T-GROUP EXPERIENCE. EACH GROUP WAS GIVEN (1) MEYER'S SOCIAL ATTITUDE SCALE-A PRE-TEST AND A POST-TEST, IMMEDIATELY AFTER THE EXPERIMENTAL PERIOD AND 6 MONTHS LATER, (2) THE LIPHE-VALED SCALE, WHICH WAS DEVELOPED BY THE T-GROUP TEACHER AND ADMINISTERED IMMEDIATELY AFTER THE FIRST 3 WEEKS AND 6 MONTHS LATER, (3) A COMPOSITION "WHAT HAS MEANT MOST TO ME DURING MY SENIOR YEAR" TO WRITE, AND (4) A TASK TO PERFORM-THE SELECTION OF A SONG, 3 PICTURES, AND A 10-MINUTE TAPE RECORDING WHICH BEST REPRESENTED THEIR CLASS, TO BE PUT INTO A TIME CAPSULE. IT WAS FOUND THAT (A) T-GROUP TRAINING HAS AN IMPACT ON THE CLASSROOM GROUP AS EVIDENCED BY STATEMENTS OF STUDENTS, TEACHERS AND PARENTS AND BY TAPE RECORDINGS OF THE 3 CLASSES WHICH REVEALED A CHANGE IN THE LANGUAGE AND PROCESS OF THE EXPERIMENTAL CLASS, (B) THE TESTS USED DID NOT HAVE A BROAD ENOUGH RANGE TO DETECT THESE CHANGES, (C) BOTH THE COMPOSITION AND THE TASK REVEALED THAT THE EXPERIMENTAL GROUP'S BEHAVIOR WAS DIFFERENT FROM TRADITIONAL CLASSROOM BEHAVIOR. THE PROGRAM IS CONTINUING WITH MODIFICATIONS. (AW)

ED 015 146 SP 001 336

LEONE, LUCILE PETRY
STATEWIDE PLANNING FOR NURSING EDUCATION.

SOUTHERN REGIONAL EDUCATION BOARD, ATLANTA, GA.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$2.16 52P.

DESCRIPTORS *EDUCATION, *NURSES, *NURSING, *PROGRAM PLANNING, *STATE PROGRAMS, NURSES AIDES, PROGRAM ADMINISTRATION, PROGRAM COORDINATION, PROGRAM EVALUATION, STATE ACTION, STATE LICENSING BOARDS, STATE STANDARDS.

NEEDS IN NURSING EDUCATION ARE OUTLINED IN 5 IMPERATIVES-(1) AN IMMEDIATE NEED FOR COMPREHENSIVE PLANNING (BECAUSE OF UP TO 50 PERCENT VACANCIES IN NURSING POSITIONS IN SOME HOSPITALS, USE OF SUBPROFESSIONALS EXCEEDING THE SAFETY LEVEL, AND EXTREME SHORTAGE OF NURSES FOR POSITIONS OF HIGHEST RESPONSIBILITY, AND FUTURE OVERTAXING OF THE SUPPLY DUE TO NEW HEALTH PROGRAMS, BURGEONING POPULATION, INCREASING LONGEVITY, ETC.), (2) A

NEED FOR STATEWIDE PLANNING DONE BY A COMMITTEE ON COMPREHENSIVE PLANNING FOR NURSING EDUCATION APPOINTED BY (IDEALLY) THE STATE'S COORDINATING BOARD OF HIGHER EDUCATION, (3) PLANNING FOUNDED ON A CLEAR UNDERSTANDING OF EXISTING CONDITIONS AND FUTURE TRENDS IN NURSING, (INCLUDING MOVING AWAY FROM "PROCEDURES-CENTERED NURSING" IN WHICH SERVICES ARE BROUGHT TO PATIENTS FROM AN ASSEMBLY LINE WHILE NURSES ARE OVERLY ENGAGED IN PAPER WORK AND PATIENTS ARE CARED FOR BY AIDES), IN HIGHER EDUCATION, AND IN OTHER SERVICES AND PROFESSIONS, (5) PLANS ORIENTED TOWARDS PRODUCING PROMPT ACTION AND MEANINGFUL CHANGES (INCLUDING EXPLICIT STANDARDS OF EXCELLENCE), AN EXTENDED SECTION ON PLANNING, INCLUDING GOAL SETTING, IMPLEMENTATION, AND EVALUATION IS INCLUDED. (AF)

ED 015 147 SP 001 342

O'HANLON, JAMES O. WITTERS, LEFA.
"BREAKTHROUGH," INSERVICE EDUCATION FOR ALL SCHOOLS.
NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN

REPORT NUMBER BREAKTHROUGH-NO. 2

PUB DATE SEP 67

EDRS PRICE MF-\$0.25 HC-\$1.20 23P.

DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *INSERVICE TEACHER EDUCATION, *PROGRAM EVALUATION, INDIVIDUAL INSTRUCTION, INNOVATION, INSERVICE PROGRAMS, SECONDARY SCHOOL TEACHERS, SECONDARY SCHOOLS, STUDENT ATTITUDES, TEACHER ROLE, TEACHER SUPERVISION, TEACHER WORKSHOPS, TEACHING TECHNIQUES.

A STUDY OF INSERVICE EDUCATION PROGRAMS IN NEBRASKA SECONDARY SCHOOLS WITH 10-40 TEACHERS, AND OF STRONG INSERVICE PROGRAMS IN NEIGHBORING STATES, YIELDED CRITICISM WHICH CUT ACROSS SUBJECT MATTER AND GRADE LINES. 165 TEACHERS AND 155 ADMINISTRATORS WERE SURVEYED, REVEALING THAT-(1) MOST FELT THEIR SCHOOL'S PROGRAM WAS INADEQUATE (43 TEACHERS RATED THEIR EXPERIENCES "SATISFACTORY," 43 "EXTREMELY INADEQUATE"). (2) RATED "LITTLE OR NO HELP" WERE PRESCHOOL WORKSHOPS, FACULTY MEETINGS (THOUGH GREAT FAITH WAS PLACED IN THESE BY ADMINISTRATORS), SUPERVISION-ALL OF WHICH OFTEN FORM THE BASIS OF AN INSERVICE PROGRAM. (3) THE ONLY SKILL WITH WHICH TEACHERS FELT THEY HAD BEEN HELPED WAS AUDIO-VISUAL. (4) 77 TEACHERS FELT THEY HAD RECEIVED NO INSERVICE EXPERIENCE OF VALUE. (5) ABOUT 40 PERCENT OF THE ADMINISTRATORS WERE UNABLE TO DESCRIBE AN EFFECTIVE INSERVICE ACTIVITY IN THE LAST 3 YEARS. (6) BOTH EXPERIENCED AND NEW TEACHERS WANTED THE SAME HELP. (7) ABOUT 90 PERCENT OF EXPERIENCED TEACHERS WHO HAD TAKEN COLLEGE COURSES SINCE THEY BEGAN TEACHING FELT THESE HAD HELPED. (8) TEACHERS FELT THE NEED FOR BETTER COMMUNICATION WITH ADMINISTRATORS. (9) EXPERIENCED AND NEW TEACHERS FELT THE EFFECTIVENESS OF LOCAL PROGRAMS WOULD BE IMPROVED IF THEY PLAYED A LARGER

ROLE. THE 3 AREAS IN WHICH TEACHERS MOST WANTED HELP WERE STUDENT MOTIVATION, INDIVIDUALIZING INSTRUCTION, AND INNOVATION. RECOMMENDATIONS ARE INCLUDED. (AF)

ED 015 148

SP 001 348

MCLEOD, RICHARD J.

CHANGES IN THE VERBAL INTERACTION PATTERNS OF SECONDARY SCIENCE STUDENT TEACHERS WHO HAVE HAD TRAINING IN INTERACTION ANALYSIS AND THE RELATIONSHIP OF THESE CHANGES TO THE VERBAL INTERACTION OF THEIR COOPERATING TEACHERS. FINAL REPORT. SUMMARY REPORT.

CORNELL UNIV., ITHACA, N.Y.

REPORT NUMBER BR-8-8078

PUB DATE MAY 67

CONTRACT OEC-1-7-068078-2074

EDRS PRICE MF-\$1.25 HC-\$12.72 316P.

DESCRIPTORS *INTERACTION PROCESS ANALYSIS, BEHAVIOR CHANGE, BIBLIOGRAPHS, CHANGE AGENTS, CLASSROOMS, COOPERATING TEACHERS, EDUCATIONAL CHANGE, EDUCATIONAL EXPERIMENTS, FLANDERS, LESSON OBSERVATION CRITERIA, LITERATURE REVIEWS, SCIENCE TEACHERS, SECONDARY SCHOOL TEACHERS, STUDENT TEACHERS, TABLES (DATA), TEACHING, VERBAL LEARNING.

THE PRIMARY OBJECTIVES OF THIS STUDY WERE--(1) TO IDENTIFY NON-RANDOM CHANGE IN THE VERBAL PATTERNS OF STUDENT TEACHERS OF SECONDARY SCIENCE WHO WERE TRAINED IN THE FLANDERS SYSTEM OF INTERACTION ANALYSIS, (2) TO RELATE THESE CHANGES TO THE VERBAL PATTERNS EXHIBITED BY THE COOPERATING TEACHERS INVOLVED, AND (3) TO COMPARE THE RESULTS WITH THOSE OF A CONTROL GROUP WHO WERE NOT SO TRAINED. THE STUDENT TEACHERS IN THE EXPERIMENTAL AND CONTROL GROUPS WERE OBSERVED FOR A TOTAL OF SIX CLASS HOURS--TWICE NEAR THE BEGINNING (PHASE ONE), TWICE NEAR THE MIDDLE (PHASE TWO), AND TWICE NEAR THE END (PHASE THREE) OF THE STUDENT TEACHING EXPERIENCE. SIX CLASS HOURS OF THEIR COOPERATING TEACHERS' VERBAL INTERACTION WERE ALSO OBTAINED. THE OBSERVATIONS WERE ALL CODED USING THE FLANDERS TECHNIQUE, AND ANALYZED IN ACCORDANCE WITH THE STATED OBJECTIVES. IT WAS FOUND THAT STUDENT TEACHERS WHO RECEIVED TRAINING IN INTERACTION ANALYSIS WERE MORE LIKELY TO EXPERIENCE NON-RANDOM CHANGES IN VERBAL PATTERNS THAN THOSE NOT SO TRAINED. THESE CHANGES WERE GENERALLY TOWARD MORE INDIRECT TEACHING INFLUENCE. IT WAS ALSO FOUND THAT THE EXPERIMENTAL GROUP WAS MORE LIKELY TO CHANGE IN RELATION TO THEIR COOPERATING TEACHERS THAN WAS THE CONTROL GROUP. IF EXPERIMENTATION IN THE CLASSROOM AND A GREATER SENSITIVITY TO THE TEACHING PATTERNS OF OTHERS ARE GOALS OF TEACHER EDUCATION, THIS TRAINING APPEARS BENEFICIAL. (AF)

ED 015 149

SP 001 354

NEWMAN, RICHARDS.

AIDES FOR TEACHERS, A REPORT PREPARED FOR THE RESEARCH AND DEVELOPMENT COUNCIL.

TAMALPAIS UNION HIGH SCHOOL DIST.

LARKSPUR, CALIF

PUB DATE SEP 65

EDRS PRICE MF-\$0.50 HC-\$3.34 79P.

DESCRIPTORS *LITERATURE REVIEWS, *PROGRAM DEVELOPMENT, *PROGRAM EVALUATION, *TEACHER AIDES, ALAMEDA COUNTY, BIBLIOGRAPHIES, CONTRA COSTA COUNTY, MARIN COUNTY, RESOURCE CENTERS, RESOURCE MATERIALS, RESOURCE TEACHERS, SAN FRANCISCO, SAN MATEO COUNTY, TEACHER ATTITUDES, TEACHING LOAD, TEAM TEACHING.

AFTER A SURVEY OF THE LITERATURE AND OF THE EXISTING TEACHER AIDE PROGRAMS IN THE SAN FRANCISCO BAY AREA, THE FOLLOWING CONCLUSIONS WERE DRAWN--(1) TEACHER AIDE PROGRAMS CONSTITUTE A NEW AND USEFUL SERVICE TO TEACHERS AND STUDENTS. (2) AN AIDE IS ONE WHO RELIEVES THE TEACHER OF NON-PROFESSIONAL DUTIES. (3) AIDES' TASKS FALL INTO THE BROAD CATEGORIES OF (A) CLERICAL WORK, (B) LAY READERS, (C) PREPARATION OF ENRICHMENT MATERIALS, AND (D) ASSISTANT IN INSTRUCTIONAL AND RESOURCE MATERIALS CENTERS. (4) 10 DISTRICTS IN THE SAN FRANCISCO AREA ARE USING TEACHER AIDES AND CONSIDER THEM A WELCOME ADDITION TO THEIR STAFF. (5) BOTH PAID AND VOLUNTEER PROGRAMS ARE WORKING WELL. (6) THE PROGRAMS DO RE-DEPLOY TEACHING LOADS TO ALLOW MORE TIME FOR INSTRUCTION. (7) AIDE PROGRAMS MUST HAVE SCHOOL BOARD AND SCHOOL PERSONNEL ACCEPTANCE. A NUMBER OF RECOMMENDATIONS ARE MADE. THEY MOSTLY EMPHASIZE THE NEED FOR PRE-PLANNING, COORDINATION, AND FULL JOB DESCRIPTION. QUESTIONNAIRES AND DETAILED FINDINGS ARE PRESENTED. (RP)

ED 015 150

SP 001 365

FLANAGAN, JOHN C.

NEEDED RESEARCH IN TEACHER SELECTION.

NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.

PUB DATE JUN 67

GRANT OEG-1-6-61665-1624

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *EDUCATIONAL RESEARCH, *EFFECTIVE TEACHING, *RESEARCH NEEDS, *TEACHER SELECTION, BEGINNING TEACHERS, LONGITUDINAL STUDIES, PROJECT TALENT, RESEARCH METHODOLOGY, STUDENT EVALUATION, TEACHER EVALUATION, TEACHER RECRUITMENT, TEACHING TECHNIQUES.

NEEDED RESEARCH IN TEACHER SELECTION IS DISCUSSED UNDER FOUR CATEGORIES. (1) TO IDENTIFY THE BEHAVIORS THAT DEFINE EFFECTIVENESS IN THE MANY ASPECTS OF THE TEACHING TASK, MANY SETS OF REQUIREMENTS ARE NEEDED, NOT A SINGLE SET. TASK ANALYSIS PROCEDURES AND CRITICAL INCIDENT TECHNIQUES ARE PROPOSED, AND DIFFERENCES AMONG STUDENTS (E.G., IN MOTIVATIONAL VARIABLES) HAVE TO BE CONSIDERED. (2) EVALUATION MUST ALSO FOCUS ON THE EFFECTIVENESS OF THE TEACHER IN EACH OF A WIDE VARIETY OF ACTIVITIES WITH EACH OF A NUMBER OF TYPES OF STUDENTS, USING EITHER PROCESS OR PRODUCT MEASURES. CONTINUED RESEARCH ON PROCESS VARIABLES, USING SYSTEMATICALLY DEVELOPED OBSER-

VATIONAL RECORD FORMS, RELATING TO THE PARTICULAR ACTIVITY AND TYPE OF STUDENT, IS RECOMMENDED. (3) IN PREDICTING TEACHER EFFECTIVENESS, LONG-RANGE STUDIES (E.G., PROJECT TALENT) GIVE PROMISE OF PROVIDING DATA ON THOSE WHO CHOOSE TO TEACH AND WHO ARE EFFECTIVE TEACHERS. (4) RESEARCH ON TEACHER TURNOVER SHOULD LOOK INTO THE EFFECTS OF FAMILY DUTIES ON YOUNG WOMEN TEACHERS AND CONSIDER PART-TIME ASSIGNMENTS AND CLERICAL AIDES FOR SUCH TEACHERS. THE PRACTICE OF PLACING NEW TEACHERS IN DIFFICULT SCHOOLS AND WITH THE LESS DESIRABLE EXTRACURRICULAR ASSIGNMENTS SHOULD BE EXAMINED AS A CAUSAL FACTOR IN HIGH ATTRITION RATES AMONG BEGINNERS. A PRECONDITION FOR RESEARCH ON TEACHER SELECTION IS DEFINITION OF THE PRODUCT OF GOOD TEACHING--VALID MEASURES OF EFFECTIVENESS. THIS DOCUMENT APPEARED IN GILBERT, H.B. AND LANG, G. "TEACHER SELECTION METHODS" NEW YORK, 1967. (RP)

ED 015 151

SP 001 371

CODY, WILMER S. SHUFELT, LYNN, F.

THE ATLANTA AREA WORKSHOP ON PREPARING TEACHERS TO WORK WITH DISADVANTAGED YOUTH (PINE MOUNTAIN, GEORGIA, MARCH 5-8, 1967).

URBAN LABORATORY IN EDUCATION, ATLANTA, GA.

ATLANTA AREA TEACHER EDUC. SERVICE, GA.

SOUTHERN ASSN. OF COLL. AND SECONDARY SCHOOLS

PUB DATE 8 MAR 67

EDRS PRICE MF-\$0.76 HC-\$5.64 139P.

DESCRIPTORS *DISADVANTAGED YOUTH, *TEACHER EDUCATION, *TEACHER WORKSHOPS, ATLANTA, CULTURAL AWARENESS, CULTURAL DISADVANTAGEMENT, INDIVIDUAL INSTRUCTION, INSERVICE EDUCATION, INSTRUCTIONAL MATERIALS, NEGRO STUDENTS, PROGRAM PLANNING, TEACHER ATTITUDES, TEACHER PROGRAMS.

THIS IS A REPORT OF A WORKSHOP FOR 114 SOUTHERN EDUCATIONAL LEADERS WHICH AIMED AT (1) INVESTIGATING THE PROBLEMS FACED BY TEACHERS OF DISADVANTAGED CHILDREN, (2) GENERATING IDEAS FOR MODEL PRE-SERVICE AND IN-SERVICE PROGRAMS FOR SUCH TEACHERS, AND (3) HAVING WORKSHOP PARTICIPANTS DESIGN SUCH PROGRAMS. THERE WAS GENERAL AGREEMENT THAT THE BASIC PROBLEM WAS THE INABILITY OF MIDDLE CLASS TEACHERS TO UNDERSTAND THE CULTURE, NEEDS, AND ASPIRATIONS OF LOWER CLASS CHILDREN, TOGETHER WITH INADEQUATE TRAINING TO ENABLE THE TEACHER TO FASHION A PROGRAM OR MATERIALS TO MEET THESE NEEDS. SUGGESTED TEACHER EDUCATION PROGRAMS EMPHASIZED COURSES IN URBAN SOCIOLOGY, FIELD EXPERIENCE IN DEPRIVED AREAS, AND TRAINING IN INDIVIDUALIZING INSTRUCTION AND PRODUCING LEARNING MATERIALS SPECIFICALLY GEARED TO THE DISADVANTAGED CHILD. SPECIAL STRESS WAS PLACED ON IMPROVING TEACHER ATTITUDES TOWARD AND UNDERSTANDING OF DEPRIVED YOUTH. PROCEEDINGS OF WORKSHOP HELD MAR. 5-8, 1967 AT CALLAWAY GARDENS, PINE MOUNTAIN, GEORGIA. (AW)

ED 015 152

SP 001 372

METZNER, SEYMOUR

THE TEACHER PREPARATION MYTH-A PHOENIX TOO FREQUENT.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *EDUCATIONAL INNOVATION, *LITERATURE REVIEWS, *TEACHER EDUCATION, NEGRO STUDENTS, NEGROES, PARENT EDUCATION, PARENT PARTICIPATION, PARENT SCHOOL RELATIONSHIP, PARENT TEACHER COOPERATION, RESEARCH, SCHOOL IMPROVEMENT, STUDENT TEACHING, SUPERVISORS.

EVIDENCE IS CITED TO DISPUTE THE BELIEF THAT MORE TEACHER EDUCATION AUTOMATICALLY LEADS TO GREATER PUPIL ACHIEVEMENT. SOME STUDIES HAVE SHOWN LITTLE OR NO RELATIONSHIP BETWEEN TEACHER KNOWLEDGE AND PUPIL ACHIEVEMENT IN ELEMENTARY SCHOOL SUBJECT MATTERS, AND BETWEEN THE AMOUNT OF PREPARATION A TEACHER HAS HAD ALSO HAS VERY LITTLE EFFECT ON PUPIL ACHIEVEMENT. SIMILAR FINDINGS FOLLOWED WHEN SUPERVISORY PERSONNEL ASSESSED TEACHER PERFORMANCE. HOWEVER, THESE STUDIES USED LARGELY WHITE SCHOOL POPULATIONS, AND SOME EVIDENCE SUGGESTS THAT RELATIONSHIPS BETWEEN PUPIL ACHIEVEMENT AND THESE TEACHER VARIABLES MAY BE SLIGHTLY STRONGER FOR NEGRO STUDENTS, ALTHOUGH STILL NOT POTENT ENOUGH TO MAKE A MAJOR DIFFERENCE IN PUPIL ACHIEVEMENT. IT IS CONCLUDED THAT WHAT IS NEEDED TO HELP THE NEGRO IS NOT MORE TEACHER EDUCATION BUT A COMPLETE RESTRUCTURING OF THE EDUCATIONAL AND SOCIAL ENVIRONMENT OF THE CHILD, HIS FAMILY AND PEERS. THIS WOULD INVOLVE PROVIDING A STIMULATING SCHOOL ENVIRONMENT FOR THE CHILD, DAY-CARE FACILITIES, AND THE INTIMATE INVOLVEMENT OF PARENTS, TEACHERS, AND THE COMMUNITY IN THE PLANNING AND IMPLEMENTATION OF PROGRAMS FOR THEIR CHILDREN. (AW)

ED 015 153

SP 001 375

WALBERG, HERBERT J. ANDERSON, GARY

CLASSROOM CLIMATE AND INDIVIDUAL LEARNING.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS *CLASSROOM ENVIRONMENT, *LEARNING, *STUDENT ATTITUDES, ACADEMIC ACHIEVEMENT, BIBLIOGRAPHIES, CLASSROOM CLIMATE QUESTIONNAIRE, EVALUATION, HARVARD PROJECT PHYSICS, HIGH SCHOOL STUDENTS, INDIVIDUAL CHARACTERISTICS, INDIVIDUAL STUDY, LEARNING PROCESSES, LEARNING THEORIES, LITERATURE REVIEWS, PHYSICS ACHIEVEMENT TEST, PUPIL ACTIVITY INVENTORY, QUESTIONNAIRES, SCIENCE PROCESS INVENTORY, SEMANTIC DIFFERENTIAL FOR SCIENCE STUDENTS, STANDARDIZED TESTS, STUDENT REACTION.

TO INVESTIGATE THE RELATIONSHIP BETWEEN INDIVIDUAL SATISFACTION WITH CLASSROOM CLIMATE AND LEARNING, 2100 HIGH SCHOOL JUNIORS AND SENIORS WERE ASKED TO EVALUATE THE HARVARD PROJECT PHYSICS, AN EXPERIMENTAL COURSE WHICH UTILIZED NEW INSTRUCTIONAL METHODS AND MATERIALS. A 50 PERCENT RANDOM SAMPLE

FROM EACH CLASSROOM WAS ADMINISTERED THE PHYSICS ACHIEVEMENT TEST, THE SCIENCE PROCESS INVENTORY, THE SEMANTIC DIFFERENTIAL FOR SCIENCE STUDENTS, AND THE PUPIL ACTIVITY INVENTORY (CRITERION MEASURES) AT THE BEGINNING AND END OF THE YEAR, WHILE A RANDOM FOURTH OF EACH CLASS WAS GIVEN THE CLASSROOM CLIMATE QUESTIONNAIRE AT MIDYEAR. IT WAS FOUND THAT (1) SIGNIFICANT AND COMPLEX RELATIONS EXISTED BETWEEN CLIMATE MEASURES AND LEARNING CRITERIA, I.E., STRATIFICATION AND FRICTION CLIMATE VARIABLES PREDICTED SCIENCE UNDERSTANDING WHILE OTHERS PREDICTED PHYSICS ACHIEVEMENT AND ATTITUDES TOWARDS LABORATORY WORK. (2) GROUPS OF CLIMATE VARIABLES PREDICTED LEARNING BETTER THAN OTHERS, E.G., STRUCTURAL VARIABLES SUCH AS ISOMORPHISM (THE TENDENCY FOR CLASS MEMBERS TO BE TREATED EQUALLY) AND ORGANIZATION WERE BETTER PREDICTORS THAN COACTION (COMPULSIVE RESTRAINT OR COERCION). REPLICATIONS OF THE STUDY (USING A NATIONAL RANDOM SAMPLE) ARE BEING CARRIED OUT WITH REVISED INSTRUMENTS. (AW)

ED 015 154

SP 001 376

WALBERG, HERBERT J.

STRUCTURAL AND AFFECTIVE ASPECTS OF CLASSROOM CLIMATE.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.50 18P.

DESCRIPTORS *ATTITUDES, *CLASS MANAGEMENT, *CLASSROOM ENVIRONMENT, *STUDENT ATTITUDES, *STUDENT TEACHER RELATIONSHIP, BIBLIOGRAPHIES, CLASSROOM CLIMATE QUESTIONNAIRE, DATA ANALYSIS, INTERACTION, SCHOOL ENVIRONMENT, SCIENCE TEACHERS, STATISTICAL ANALYSIS, TABLES (DATA), TEACHER ATTITUDES.

USING THE CLASSROOM AS THE UNIT OF ANALYSIS A 25 PERCENT RANDOM SAMPLE OF STUDENTS IN 72 CLASSES FROM ALL PARTS OF THE COUNTRY TOOK THE CLASSROOM CLIMATE QUESTIONNAIRE IN ORDER TO INVESTIGATE THE RELATIONSHIP BETWEEN STRUCTURAL (ORGANIZATIONAL) AND AFFECTIVE (PERSONAL INTERACTION BETWEEN GROUP MEMBERS) DIMENSIONS OF GROUP CLIMATE. REGRESSION AND CANONICAL CORRELATION DATA WERE CALCULATED BETWEEN ALL STRUCTURAL AND AFFECTIVE ASPECTS. A CHI-SQUARE TEST OF RELATIONSHIP BETWEEN STRUCTURAL AND AFFECTIVE DIMENSIONS WAS SIGNIFICANT AT THE .001 LEVEL. STUDENTS WHO PERCEIVED THEIR CLASSES AS DISORGANIZED AND STRATIFIED ALSO SAW THEMSELVES AS ALIENATED, DISSATISFIED, AND IN CONFLICT WITH ONE ANOTHER. INTERPRETATIONS OF GREATER COMPLEXITY ARE GIVEN FOR THE RELATIONSHIP BETWEEN STRUCTURAL ASPECTS SUCH AS EGALITARIAN, STRICT CONTROL, AND GOAL DIVERSITY, AND AFFECTIVE MEASURES OF INTERNAL FRICTION, CLASSROOM INTIMACY, AND GROUP STATUS. PROJECTED STUDIES ARE DESCRIBED. (AW)

ED 015 155

SP 001 379

WALBERG, HERBERT J. AND OTHERS

EFFECTS OF TUTORING AND PRACTICE

TEACHING ON SELF-CONCEPT AND ATTITUDES IN EDUCATION STUDENTS.

HARVARD UNIV., CAMBRIDGE, MASS.

PUB DATE 67

CONTRACT OEC-5-10-239

EDRS PRICE MF-\$0.25 HC-\$0.54 12P.

DESCRIPTORS

*DISADVANTAGED YOUTH, *SELF CONCEPT, *STUDENT TEACHER RELATIONSHIP, *STUDENT TEACHERS, ATTITUDES, BIBLIOGRAPHIES, CULTURAL DIFFERENCES, DISCIPLINE, INDIVIDUAL INSTRUCTION, MINNESOTA TEACHER ATTITUDE INVENTORY, SEMANTIC DIFFERENTIAL SCALE, SOCIOECONOMIC BACKGROUND, STUDENT TEACHING, SUBURBAN SCHOOLS, TUTORING.

TO REPLICATE PREVIOUS STUDIES OF SELF-CONCEPT AND TEACHING ATTITUDES IN STUDENT TEACHERS, 2 GROUPS OF WOMEN ELEMENTARY EDUCATION STUDENTS WERE TESTED ON A SEMANTIC DIFFERENTIAL SCALE BEFORE AND AFTER TUTORING AND PRACTICE TEACHING EXPERIENCE. ONE GROUP DID PRACTICE TEACHING IN MIDDLE-TO UPPER-MIDDLE CLASS SUBURBAN SCHOOLS. ALTHOUGH THIS SAMPLE DECLINED IN PROFESSIONAL ASPECTS OF SELF-CONCEPT AND "DEMOCRATIC" TEACHING ATTITUDES, IT ROSE IN PERSONALLY FULFILLING ASPECTS OF SELF-CONCEPT. THESE FINDINGS SUPPORT THE HYPOTHESIS THAT MIDDLE-CLASS STUDENTS TRAINED FOR MIDDLE-CLASS SCHOOLS HAVE DECLINING SELF-CONCEPT BECAUSE OF THE REALITIES OF THE TEACHING SITUATION. HOWEVER, PRACTICE TEACHERS IN AFFLUENT, SUBURBAN SCHOOLS APPEAR TO DERIVE MORE PERSONAL SATISFACTION FROM THEIR TEACHING THAN THOSE IN DISADVANTAGED SCHOOLS USED IN THE AUTHOR'S PREVIOUS STUDIES. THE DECLINE IN PROFESSIONAL SELF-CONCEPT FOUND AMONG ALL GROUPS OF PRACTICE TEACHERS SUPPORTS THE HYPOTHESIS THAT THE CONFLICT BETWEEN THE NEED TO BE CLOSE TO CHILDREN AND THE ROLE DEMAND TO ESTABLISH AUTHORITY AS TEACHER LOWERS PROFESSIONAL ROLE SELF-EVALUATION. HOWEVER, THE TUTOR GROUP IN THE PRESENT STUDY WHO WORKED WITH ONE OR TWO CHILDREN IN SLUM SCHOOLS SHOWED SIGNIFICANT CHANGE IN THE INTIMACY OF TUTORING, THE STUDENTS BECAME LESS CONTROLLING AND AUTHORITARIAN, AND MORE PUPIL-CENTERED. THIS IS INTERPRETED AS DUE TO THE INTIMACY OF TUTORING AND THE GREATER ATTENTION ONE CAN GIVE TO INDIVIDUALS. (RP)

ED 015 156

SP 001 381

ANDERSON, GARY J. WALBERG, HERBERT J.

CLASSROOM CLIMATE AND GROUP LEARNING.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *ATTITUDES, *LEARNING, *PHYSICS TEACHERS, *STUDENT TEACHER RELATIONSHIP, ACHIEVEMENT, ACHIEVEMENT TESTS, BIBLIOGRAPHIES, CLASSROOM CLIMATE QUESTIONNAIRE, CLASSROOM ENVIRONMENT, INTELLIGENCE, PERMISSIVE ENVIRONMENT, PHYSICS, PHYSICS ACHIEVEMENT TEST, SECONDARY EDUCATION SOCIAL CLASS, SEMANTIC DIFFERENTIAL FOR SCIENCE STUDENTS, STUDENT ATTITUDES, TEACHER ATTITUDES, TEST ON UNDERSTANDING SCIENCE.

TO INVESTIGATE THE RELATIONSHIP BETWEEN EMOTIONAL CLIMATE AND

LEARNING, RANDOM SAMPLES OF STUDENTS IN 49 TWELFTH GRADE-PHYSICS CLASSES FROM ALL PARTS OF THE COUNTRY WERE GIVEN A CLASSROOM CLIMATE QUESTIONNAIRE WHICH WAS CORRELATED WITH THE TEST ON UNDERSTANDING SCIENCE, A PHYSICS ACHIEVEMENT TEST, AND THE SEMANTIC DIFFERENTIAL FOR SCIENCE STUDENTS. A 25 PERCENT RANDOM SAMPLE OF EACH CLASS TOOK THE CLASSROOM CLIMATE QUESTIONNAIRE WHILE A 50 PERCENT RANDOM SAMPLE TOOK THE THREE TESTS. USING MULTIPLE CORRELATION AND CANONICAL CORRELATION TECHNIQUES, CLASSES WITH HIGH GAINS IN SCIENCE UNDERSTANDING WERE PERCEIVED BY THE STUDENTS AS CONTAINING MORE FRICTION, STRICT CONTROL, AND PERSONAL INTIMACY AND LESS STRATIFICATION, GOAL DIRECTION AND SUBSERVENCE THAN CLASSES HAVING LOW GAINS. DISORGANIZATION, FORMALITY, AND SOCIAL HETEROGENEITY WERE IN DESCENDING ORDER OF IMPORTANCE, NEGATIVELY RELATED TO PHYSICS ACHIEVEMENT GAINS. IQ SCORES WERE FOUND TO HAVE LITTLE RELATIONSHIP TO THE 3 CRITERION MEASURES. LEARNING SITUATIONS WERE SEEN AS THOSE HAVING INTENSE INTERACTION BETWEEN TEACHER AND STUDENTS, WITH THE CLASS BEING WELL ORGANIZED AND CONTROLLED BY THE TEACHER BUT WHERE THE STUDENTS WERE FREE TO QUESTION AND LEARN IN A RELATIVELY INFORMAL ATMOSPHERE. (AF)

ED 015 157

SP 001 383

COLEMAN, JAMES S.

THE CONCEPT OF EQUALITY OF EDUCATIONAL OPPORTUNITY.

JOHNS HOPKINS UNIV., BALTIMORE, MD.

PUB DATE 21 OCT 67

EDRS PRICE MF-\$0.25 HC-\$1.04 24P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *EDUCATIONAL DISADVANTAGEMENT, *EDUCATIONAL RESPONSIBILITY, *EQUAL EDUCATION, *SOCIAL CHANGE, ACHIEVEMENT, CULTURE CONFLICT, DISCRIMINATORY ATTITUDES (SOCIAL), NEGRO ACHIEVEMENT, NEGRO EDUCATION, RESPONSIBILITY, SOCIAL CHARACTERISTICS, SOCIAL CLASS, SOCIAL ORGANIZATIONS.

THIS PAPER EXAMINES THE CONCEPT OF "EQUALITY OF EDUCATION" IN TERMS OF ITS MEANING TO SOCIETY. THE AUTHOR DISCUSSES WHAT THE CONCEPT HAS MEANT IN THE PAST, BEGINNING WITH PRE-INDUSTRIAL EUROPE AND ENDING WITH THE UNITED STATES OFFICE OF EDUCATION'S SURVEY, "EQUALITY OF EDUCATIONAL OPPORTUNITY." HE ALSO SUGGESTS WHAT THE CONCEPT, AS IT HAS EVOLVED TO THE PRESENT, WILL MEAN IN THE FUTURE. HE ASKS THE QUESTIONS-WHOSE OBLIGATION IS IT TO PROVIDE SUCH EQUALITY. IS THE CONCEPT A FUNDAMENTALLY SOUND ONE, OR DOES IT HAVE INHERENT CONTRADICTIONS OR CONFLICTS WITH SOCIAL ORGANIZATION. THE AUTHOR SEES THE BASIC CHANGE IN THE CONCEPT OF "EQUALITY OF EDUCATION" AS EVOLVING FROM THE PROVISION OF EQUAL LEARNING FACILITIES FOR ALL WITHOUT CONCERN FOR INDIVIDUAL, EDUCATIONAL OUTCOMES, TO AN ACTIVE RESPONSIBILITY FOR THE TYPE OF EDUCATIONAL PROGRAM THAT WILL OVERCOME INDIVIDUAL HANDICAPS RESULTING FROM ENVIRONMENTAL CONDITIONS. THIS PAPER WAS PREPARED FOR A CONFERENCE ON THE U.S. OFFICE OF EDUCATION

REPORT ON "EQUALITY OF EDUCATIONAL OPPORTUNITY" OCT. 21, 1967, HARVARD, CAMBRIDGE. (RP)

ED 015 158

SP 001 384

COLEMAN, JAMES S.

THE STRUGGLE FOR CONTROL OF EDUCATION.

JOHNS HOPKINS UNIV., BALTIMORE, MD.

PUB DATE 7 OCT 67

EDRS PRICE MF-\$0.25 HC-\$1.05 25P.

DESCRIPTORS *DISADVANTAGED GROUPS, *EDUCATIONAL DISCRIMINATION, *EDUCATIONAL OBJECTIVES, *FEDERAL GOVERNMENT, *PUBLIC EDUCATION, CHANGE AGENTS, CITY GOVERNMENT, ECONOMICS, EDUCATIONAL CHANGE, EDUCATIONAL DISADVANTAGEMENT, EDUCATIONAL FINANCE, EDUCATIONAL TRENDS, MINORITY GROUPS, MOBILITY, STANDARDS, STATE GOVERNMENT.

THIS PAPER EXAMINES THE EMERGING CONFLICT BETWEEN LOCAL AND STATE GOVERNMENTS OR LOCAL AND FEDERAL GOVERNMENTS OVER VARIOUS EDUCATIONAL POLICIES THAT HAVE ARISEN BECAUSE OF THE NUMEROUS AGENCIES WHO ARE BOTH INTERESTED IN AND AFFECTED BY A CHILD'S EDUCATION. THE AUTHOR, AFTER REVIEWING THESE ISSUES, DISCUSSES THE EFFECT THIS CONFLICT WILL HAVE UPON CANADIAN AND UNITED STATES SCHOOLS OF THE FUTURE. THE ISSUES EXAMINED ARE THE DIFFERENTIAL EDUCATIONAL OPPORTUNITIES FOR CHILDREN OF VARYING ECONOMIC AND SOCIAL BACKGROUNDS, THE LOCAL NATIONAL CONFLICT OVER THE ISSUE OF MINORITY RIGHTS, THE FLUCTUATING POSITIONS OF SCHOOLS AS INSTRUMENTS OF SOCIAL CHANGE, AND THE STRUGGLE OVER THE DEVELOPMENT OF UNIFORM EDUCATIONAL STANDARDS. THE AUTHOR POINTS OUT THAT THE FEDERAL GOVERNMENT ACTS AS A SUPPLEMENTING AGENT TO THE INDIVIDUAL'S POWER STRUGGLE WHEN THAT POWER IS DEFICIENT AT THE LOCAL LEVEL. USING A HYPOTHETICAL CONTROL SYSTEM, THE AUTHOR ASSESSES THE VALUE OF THE VARYING TYPES AND DEGREES OF NATIONAL AND STATE INTERVENTION INTO LOCAL ISSUES. THIS PAPER WAS PREPARED FOR A "SYMPOSIUM ON SOCIAL POLICY-LOCAL CONTROL OF EDUC." OCT. 5-7, 1967, COLLEGE OF EDUC., UNIV. OF SASKATCHEWAN. (AF)

ED 015 159

SP 001 385

COLEMAN, JAMES S.

INNOVATIONS IN THE STRUCTURE OF EDUCATION.

JOHNS HOPKINS UNIV., BALTIMORE, MD.

EDRS PRICE MF-\$0.25 HC-\$1.16 27P.

DESCRIPTORS *FAMILY ROLE, *RESPONSIBILITY, *SCHOOL ROLE, *SECONDARY EDUCATION, *SOCIAL CHANGE, COMMUNITY SCHOOLS, COMPENSATORY EDUCATION, COMPUTER ASSISTED INSTRUCTION, EDUCATIONAL RESPONSIBILITY, INDIVIDUAL INSTRUCTION, PARENT RESPONSIBILITY, SCHOOLS, SOCIAL CLASS.

THIS PAPER EXAMINES THE KINDS OF CHANGE IN EDUCATION, ESPECIALLY AT THE SECONDARY LEVEL, THAT WESTERN SOCIETIES ARE PRESENTLY UNDERGOING AND CAN EXPECT TO CONTINUE TO UNDERGO IN THE NEAR FUTURE. CERTAIN MODIFICATIONS IN THE CONCEPTION OF SCHOOLING WHICH THESE CHANGES REQUIRE ARE SUGGESTED. THE AUTHOR DISCUSSES INNOVATIONS BY WHICH CHILDREN LEARN NOT BY

BEING TAUGHT, BUT BY FINDING THEMSELVES IN SPECIALLY-CONSTRUCTED ENVIRONMENTS IN WHICH LEARNING OCCURS AS A BYPRODUCT OF THE CHILD'S ACTIONS IN COPING WITH HIS ENVIRONMENT. THE AUTHOR FEELS THAT SCHOOLS OF THE FUTURE WILL UTILIZE THIS METHOD RATHER THAN THE STUDENT-TEACHER ROLE RELATIONSHIP. THESE SCHOOLS MUST HAVE THE QUALITIES OF (1) PROVIDING A GREATER DEGREE OF PLURALISM, WITH REWARDS FOR A WIDER RANGE OF ACHIEVEMENTS, (2) ALLOWING FOR HIGHER OVER-ALL LEVELS OF PERFORMANCE, (3) PROVIDING INTENSE ENOUGH EXPERIENCE TO OVERCOME DIFFERENTIAL FAMILY BACKGROUND, AND (4) ENCOMPASSING TO LARGER PORTION OF THE CHILD'S LIFE. THE APPROPRIATE MODEL IS SEEN AS A FORM OF BOARDING COMMUNITY-SCHOOL USING SIMULATION GAMES AND COMPUTER ASSISTED INSTRUCTION TO INDIVIDUALIZE LEARNING EXPERIENCES. (RP)

ED 015 160

SP 001 386

ABELSON, HAROLD H. DIAMOND, LORRAINE K.

SELF PERCEIVED MASTERY OF CURRICULUM CONTENT AND OF METHODS ON THE PART OF BEGINNING ELEMENTARY SCHOOL TEACHERS AND PROSPECTIVE TEACHERS AT VARIOUS STAGES OF PREPARATION.

CITY UNIV. OF NEW YORK, DIV. OF TEACHER EDUCATION

PUB DATE SEP 67

EDRS PRICE MF-\$0.25 HC-\$0.92 21P.

DESCRIPTORS *CURRICULUM, *EFFECTIVE TEACHING, *SELF EVALUATION, *STUDENT TEACHERS, *TEACHING METHODS, ELEMENTARY EDUCATION, LONGITUDINAL STUDIES, RATING SCALES, SELF RATING OF MASTERY SCHEDULE, TABLES (DATA), TEACHER EDUCATION, TEACHER IMPROVEMENT, TEST RELIABILITY.

TO INVESTIGATE STUDENT TEACHERS' SELF PERCEIVED CHANGES IN THEIR MASTERY OF CURRICULUM CONTENT AND TEACHING METHODS, 313 ELEMENTARY EDUCATION MAJORS WERE ADMINISTERED A SELF RATING OF MASTERY SCHEDULE AT SIX POINTS FROM THE START OF THE FIRST COURSE IN EDUCATION TO THE BEGINNING OF THE SECOND YEAR OF TEACHING. THE SCHEDULE LISTED 8 CURRICULUM AREAS-ART, MUSIC, HEALTH, SCIENCE, MATHEMATICS, READING, OTHER LANGUAGE ARTS AND SOCIAL STUDIES AND TWO FOUNDATION AREAS-PSYCHOLOGICAL FOUNDATIONS, AND HISTORICAL, SOCIAL AND CULTURAL FOUNDATIONS. THE STUDENTS WERE ASKED TO RATE THEMSELVES ON A 7-POINT SCALE WITH 1 REPRESENTING THE KNOWLEDGE OF SKILL AN AVERAGE COLLEGE FRESHMAN MIGHT HAVE, AND 7 THE DEGREE OF SKILL A SUPERIOR TEACHER SHOULD POSSESS. THE FINDINGS WERE-(1) THE STUDENTS CONSISTENTLY RATED THEMSELVES HIGHER ON MASTERY OF CONTENT AND METHODS DURING COLLEGE. (2) GAINS WERE MINIMAL DURING THE FIRST YEAR OF TEACHING. (3) RATINGS OF CONTENT MASTERY MOVED UPWARD MORE RAPIDLY AT FIRST, BUT WERE LATER EQUALLED BY MASTERY OF METHODS RATING. (4) SELF-RATINGS IN ALL LANGUAGE ARTS TENDED TO BE HIGH THROUGH COLLEGE. (5) METHODS IN MUSIC WERE THE MOST DIFFICULT TO ACHIEVE. AND (6) CONTENT AND METHODS MASTERY RATINGS TENDED TO GO

HAND IN HAND, POSSIBLY BECAUSE OF THE "HALO" EFFECT. (AW)

ED 015 161 SP 001 388

WESTBY-GIBSON, DOROTHY
INSERVICE EDUCATION-PERSPECTIVES
FOR EDUCATORS.
FAR WEST LAB. FOR EDUCATIONAL RES.
AND DEV.

PUB DATE 67
EDRS PRICE MF-\$0.50 HC-\$3.36 82P.

DESCRIPTORS *BIBLIOGRAPHIES,
*EDUCATIONAL INNOVATION, *INSER-
VICE TEACHER EDUCATION, *LITERA-
TURE REVIEWS, *PROGRAM DEVELOP-
MENT, AUDIOVISUAL AIDS, COURSE OBJECT-
IVES, EDUCATIONAL TELEVISION,
FILMS, INSERVICE COURSES, INSERVICE
PROGRAMS, PROGRAM DESIGN, PROGRAM
EVALUATION, SENSITIVITY TRAINING,
VIDEO TAPE RECORDINGS.

THIS REVIEW OF CURRENT LITERA-
TURE ON INSERVICE EDUCATION COVERS
184 ITEMS RANGING FROM NEWSPAPER
ARTICLES THROUGH JOURNALS TO
BOOKS AND FUGITIVE MATERIALS DURING
THE 1950 - 1967 PERIOD. RESEARCH IS
DISCUSSED IN TERMS OF THE SOCIAL
SETTING IN WHICH THE SCHOOL IS
PLACED AND THE SETTING THE SCHOOL
PRODUCES. THE INTERACTIONS BETWEEN
TEACHER AND SCHOOL ARE CONSIDERED.
THE FOREGOING IS THEN RELATED TO THE
PROCESSES OF CHANGE IN THE SCHOOL.
UNDER THE RUBRIC OF RECENT INNOVATIONS
THAT AID EDUCATORS IN INSERVICE
EDUCATION PRACTICES, VARIOUS NEW
PRACTICES AND DEVICES ARE DISCUSSED,
SUCH AS THE USE OF (1) SYSTEMS ANALYSIS,
(2) INTERACTION ANALYSIS, (3) MICROTEACHING,
(4) SENSITIVITY TRAINING, (5) VARIOUS
ELECTRONIC MEDIA, FROM MOVIES TO
COMPUTERS, AND (6) THE DIVERSIFICATION
OF STAFF AND ITS DUTIES. THE PROBLEMS
OF DECISION-MAKING AND LEADERSHIP
IN INSERVICE PROGRAMS ARE DEALT WITH,
WITH EMPHASIS ON SOUND PREPARATION
AND RIGOROUS EVALUATION. THE TEACHERS
OF THE DISADVANTAGED ARE SEEN AS A
SPECIAL CASE, NEEDING SENSITIZING TO
THEIR PARTICULAR CLIENTELE. THERE IS
AN EXTENSIVE BIBLIOGRAPHY, AND APPEN-
DICES DEALING WITH (A) RESEARCH IN
NEW MEDIA FOR INSERVICE EDUCATION
(PRESENTED IN TABULAR FORM) AND (B)
A COMPARISON OF VIDEOTAPE AND FILMS.
(RP)

ED 015 162 SP 001 389

SIMPSON, GEORGE C. SMITH, GEORGE J.
MIDDLE SCHOOL SURVEY OF NEW YORK
STATE.

PUB DATE 14 NOV 67
EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *GRADE ORGANIZATION,
*MIDDLE SCHOOLS, ADMINISTRATOR AT-
TITUDES, INSTRUCTIONAL IMPROVEMENT,
INTERMEDIATE GRADES, JUNIOR
HIGH SCHOOLS, NEW YORK STATE, PRIMARY
GRADES, QUESTIONNAIRES, SCHOOL
DISTRICTS, TEACHER CERTIFICATION,
TEACHER EDUCATION, TEACHER RECRUITMENT.

TO GATHER INFORMATION ON THE CON-
CEPT OF THE MIDDLE SCHOOL, A QUES-
TIONNAIRE WAS SENT TO 648 SCHOOL DIS-
TRICTS IN NEW YORK STATE, 510 OF
WHOM RESPONDED. IT WAS FOUND THAT
(1) 60 SCHOOL DISTRICTS HAD A MIDDLE
SCHOOL IN OPERATION, (2) 170 SCHOOL
DISTRICTS WERE STUDYING REORGANIZATION
TO INCLUDE IT, (3) 35 DISTRICTS
HAD CONSIDERED AND REJECTED IT, (4)

200 SCHOOL DISTRICTS USED THE JUNIOR
HIGH SCHOOL PLAN. MAJOR REASONS
FOR ADOPTING A MIDDLE SCHOOL WERE
A NEED FOR A NEW BUILDING COUPLED
WITH A BELIEF THAT IT MIGHT IMPROVE
INSTRUCTION AND FORESTALL THE
PRESSURE OF THE SENIOR HIGH ENVIR-
ONMENT. OF 387 ADMINISTRATORS, 161
FELT THAT MIDDLE SCHOOL TEACHERS
SHOULD BE DRAWN FROM THE JUNIOR
HIGH SCHOOL, 148 FROM ELEMENTARY
SCHOOL, AND 78 FROM A NEW TRAINING
PROGRAM. IT WAS CONCLUDED THAT (A)
MIDDLE SCHOOLS SHOULD OFFER
FOREIGN LANGUAGES, SCIENCE, AND
MATHEMATICS TO BE OFFERED
EARLIER. (B) RESPONSES WERE 4 TO 1 IN
FAVOR OF PLACING GRADES 5 AND 6 IN A
MIDDLE SCHOOL. (C) THERE IS A DEFINITE
NEED FOR TRAINING TEACHERS AND
ADMINISTRATORS FOR THE MIDDLE
SCHOOL, WHICH IS ON THE VERGE OF RE-
PLACING THE TRADITIONAL JUNIOR
HIGH SCHOOL IN NEW YORK STATE. THIS
PAPER PRESENTED AT 1967 RESEARCH
CONVOCATION OF E.R.A. OF N.Y. STATE
AND STATE EDUC. DEPT. (NOV. 14, 1967,
ALBANY, N.Y.) (AW)

ED 015 163 SP 001 396

SWEET, ROGER C.
EDUCATIONAL ATTAINMENT AND ATTITUDES
TOWARD SCHOOL AS A FUNCTION OF
FEEDBACK IN THE FORM OF TEACHERS'
WRITTEN COMMENTS.
WISCONSIN UNIV., MADISON
REPORT NUMBER TECHNICAL-REPORT-
NO-15

REPORT NUMBER CENTER-NO-C-03
PUB DATE NOV 66
CONTRACT OEC-5-10-154

EDRS PRICE MF-\$0.25 HC-\$0.84 19P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT,
*CHANGE AGENTS, *ENGLISH, *STU-
DENT ATTITUDES, *TEACHING TECH-
NIQUES, BIBLIOGRAPHIES, FEEDBACK,
FRIEDMAN 2 WAY ANOVA, OSGOOD'S SEMAN-
TIC DIFFERENTIAL (EVALUATIVE DIMEN-
SION), STUDENT TESTING, STUDENTS,
TABLES (DATA), TEACHING METHODS,
WILCOXON MATCHED-PAIRS
SIGNED-RANKS TEST,

RELATIONSHIPS BETWEEN A
TEACHER'S WRITTEN COMMENTS ON A
TEST AND (1) SUBSEQUENT STUDENT
ATTAINMENT AS MEASURED BY TEST PER-
FORMANCE AND (2) ATTITUDE CHANGE
TOWARD 9TH-GRADE ENGLISH, WERE
INVESTIGATED. 9 CLASSES (225 STU-
DENTS) WERE GIVEN 4 TESTS BY THEIR
TEACHERS OVER A 6-WEEK PERIOD.
TESTS WERE RETURNED WITH NUMERICAL
SCORES, LETTER GRADE, AND EITHER
NO COMMENT (N), FREE COMMENT (F -
WHATEVER TEACHER CARED TO MAKE),
OR SPECIFIED COMMENT (S - DESIGNATED
IN ADVANCE FOR EACH LETTER
GRADE). ATTITUDE INVENTORY SCORES
COLLECTED BEFORE THE FIRST AND
AFTER RETURN OF THE LAST TEST WERE
RANKED. ANALYSIS OF VARIANCE
SHOWED THAT (A) FOR S COMMENTS HAD
LITTLE IF ANY SHORT-TERM EFFECT ON
TEST PERFORMANCE, (B) OVER A LONGER
PERIOD OF TIME, F COMMENTS SIGNIFICANTLY
INCREASED SCHOLASTIC PERFORMANCE,
AND SIGNIFICANTLY CHANGED ATTITUDES
IN A POSITIVE DIRECTION. INCLUSION OF
S COMMENTS WAS NO MORE EFFECTIVE IN
CHANGING ATTITUDES THAN WERE N COMMENTS.
(AF)

ED 015 164 24 SP 001 397

SMITH, B. OTHANEL
A STUDY OF THE LOGIC OF TEACHING. A
REPORT ON THE FIRST PHASE OF A FIVE-YEAR

RESEARCH PROJECT-THE LOGICAL STRUCTURE
OF TEACHING AND THE DEVELOPMENT
OF CRITICAL THINKING.

ILLINOIS UNIV., URBANA, BUR. OF EDUC.
RESEARCH

REPORT NUMBER CRP-258-7257
EDRS PRICE MF-\$0.50 HC-\$4.92 121P.

DESCRIPTORS *LOGIC, *SECONDARY
SCHOOLS, *TAXONOMY, *TEACHING,
*VERBAL COMMUNICATION, CLASSIFI-
CATION, CLASSROOM COMMUNICATION,
INTERACTION, PHONOTAPE RECORDINGS,
RELIABILITY, SECONDARY SCHOOL
TEACHERS, TABLES (DATA).

THIS IS THE FIRST PHASE OF A 5-YEAR
INVESTIGATION INTO THE LOGIC OF
TEACHING THE SECONDARY SCHOOL.
DUE TO THE UNSTRUCTURED NATURE OF
CLASSROOM DISCOURSE, THIS STAGE OF
THE INVESTIGATION IS CLASSIFICATORY
AND DESCRIPTIVE. TOPICS COVERED IN-
CLUDE (1) SCHOOLS, TEACHERS, AND RE-
CORDINGS (SCHOOLS INVOLVED, SELEC-
TION OF SUBJECT AREAS, ESTABLISHING
RAPPORT WITH TEACHERS, RECORDS
AND TRANSCRIPTIONS OF BACKGROUND
MATERIAL), (2) THE UNIT OF CLASSROOM
DISCOURSE, (3) CRITERIA FOR IDENTIFY-
ING UNITS OF CLASSROOM DISCOURSE, (4)
CLASSIFICATION OF EPISODES (ENTRIES
AS THE BASE OF CLASSIFICATION, DE-
VELOPMENT OF CATEGORIES, KINDS OF
ENTRIES, NOTES ON LOGIC OF CATE-
GORIES), (5) CRITERIA FOR CLASSIFYING
ENTRIES, AND (6) ANALYSIS. (AF)

ED 015 165 SP 001 399

TESTS FOR THE EVALUATION OF SCHOOL
DISTRICT POLICIES ON TEACHER'S SALA-
RIES.

NATIONAL EDUCATION ASSN., WASHING-
TON, D.C.

PUB DATE 67
EDRS PRICE MF-\$0.25 HC NOT AVAILABLE
FROM EDRS. 23P.

DESCRIPTORS *EVALUATION METHODS,
*SALARIES, *TABLES (DATA), *TEACHER
SALARIES, BACHELORS DEGREES, DOCTORAL
DEGREES, EVALUATION, EVALUATION
TECHNIQUES, MASTERS DEGREE,

THE NATIONAL EDUCATION
ASSOCIATION'S 1967-68 EVALUATIVE IN-
STRUMENT FOR SALARY SCHEDULES OF
CLASSROOM TEACHERS CONSISTS OF 10
TESTS, EACH WITH A MAXIMUM SCORE OF
100 POINTS. IT IS DIVIDED INTO TWO SECTIONS
(1) THE ADEQUACY OF THE AMOUNTS
SCHEDULED AND (2) THE STRUCTURE
OF THE SCHEDULE IN TERMS OF
DESIRABLE PRACTICES. THE 10 TESTS
ARE (A) DOLLAR AMOUNT OF THE MINIMUM
SALARY FOR THE BACHELOR'S DEGREE,
(B) DOLLAR DIFFERENCES BETWEEN
THE MINIMUM AND STEP 11 OF
THE BACHELOR'S DEGREE CLASS, (C) DOL-
LAR AMOUNT OF THE SALARY FOR THE
MASTER'S DEGREE CLASS AT STEP 11, (D)
DOLLAR DIFFERENCES BETWEEN
BACHELOR'S AND MASTER'S DEGREE
CLASSES AT STEP 11, (E) THE AMOUNT OF
THE MAXIMUM SALARY FOR THE HIGHEST
CLASS NOT REQUIRING AN
EARNED DOCTOR'S DEGREE, (F) RATIO OF
THE MINIMUM SALARY FOR THE
MASTER'S DEGREE TO THE MINIMUM FOR
THE BACHELOR'S DEGREE, (G) RATIO OF
THE AMOUNT FOR THE MASTER'S
DEGREE AT STEP 11 TO THE MINIMUM
FOR THE BACHELOR'S DEGREE, (H) RATIO
OF THE MAXIMUM SALARY FOR SIX
YEARS OF PREPARATION TO THE MINIMUM
FOR THE BACHELOR'S DEGREE, (I)
INCREMENTS IN THE MASTER'S DEGREE
CLASS, AND (J) RECOGNITION OF ANY AND

ALL PREPARATION BEYOND THE BACHELOR'S DEGREE. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (AW)

ED 015 166 SP 001 400

PRUZEK, ROBERT M. KLEINKE, DAVID J. RECENT DEVELOPMENTS IN EDUCATIONAL RESEARCH METHODOLOGY. PUB DATE 13 NOV 67

EDRS PRICE MF-00.25 HC-00.48 10P.

DESCRIPTORS *EDUCATIONAL RESEARCH, *LITERATURE REVIEWS, *PSYCHOLOGICAL STUDIES, *RESEARCH METHODOLOGY, *STATISTICAL ANALYSIS, ALGORITHMS, ANALYSIS OF VARIANCE, BEHAVIORAL SCIENCE RESEARCH, BIBLIOGRAPHIES, DATA ANALYSIS, FINANCIAL SUPPORT, INNOVATION, MEASUREMENT, RESEARCH DESIGN, RESEARCH NEEDS, RESEARCH REVIEWS (PUBLICATIONS), STATISTICAL STUDIES, TESTING.

298 EDUCATIONAL AND PSYCHOLOGICAL RESEARCH PAPERS PUBLISHED IN 5 JOURNALS DURING 1966-67 WERE CLASSIFIED ON THE BASIS OF SPONSORSHIP, AUTHORS' GENERAL INTENTIONS, DESIGN, ASSUMPTIONS, AND ANALYSIS. ADVANCES IN STATISTICAL THEORY (INCLUDING WORK ON GENERAL ANALYSIS OF VARIANCE DESIGNS, HYPOTHESIS TESTING IN FACTOR ANALYSIS, MULTIVARIATE ANALYSIS, FACTOR ANALYSIS, AND NON-METRIC DATA ANALYSIS) ARE DISCUSSED. BECAUSE OF THE RECENT PROLIFERATION OF STATISTICAL METHODOLOGY, RESEARCH IS SUGGESTED ON WHETHER DIFFERENT METHODS LEAD TO SUBSTANTIALLY DIFFERENT INTERPRETATIONS OF DATA, AND WHETHER ALGORITHMS ARE COMPUTED DIFFERENTLY WHEN MACHINES AND PROGRAMS OF DIFFERENT DESIGNS ARE EMPLOYED. IN GENERAL, INCREASED USE OF MULTIVARIATE METHODS IS RECOMMENDED. PAPER READ AT 1967 RESEARCH CONVENTION OF THE EDUC. RES. ASSOC. OF N.Y. STATE (ALBANY, NOV. 1967). (AF)

ED 015 167 SP 001 402

REAGAN, GERALD M.

REVIEW OF RESEARCH-SOCIAL AND PHILOSOPHICAL FOUNDATIONS. PUB DATE 67

EDRS PRICE MF-00.25 HC-00.48 10P.

DESCRIPTORS *EDUCATIONAL RESEARCH, *LEARNING, *LITERATURE REVIEWS, *TEACHING, BIBLIOGRAPHIES, CONCEPT FORMATION, EDUCATIONAL OBJECTIVES *EDUCATIONAL PHILOSOPHY, EDUCATIONAL PRINCIPLES, EDUCATIONAL PSYCHOLOGY, EDUCATIONAL THEORIES.

SELECTED STUDIES IN PHILOSOPHY OF EDUCATION RELEVANT FOR EMPIRICAL RESEARCHERS AND FOCUSING ON CONCEPTS OF TEACHING AND LEARNING ARE REVIEWED. THESE INCLUDE (1) BEST ON DESCRIPTIVE AND PRESCRIPTIVE ACCOUNTS OF BEHAVIORS, (2) SCHEFFLER ON THE "RESTRICTIONS OF MANNER" WHICH ARE PART OF THE CONCEPT OF TEACHING, (3) ADAMS ON SCHEFFLER'S VIEWS, (4) GREEN ON TEACHING AS A VAGUE MEMBER OF THE "FAMILY" OF LEARNING ACTIVITIES, (5) HAY ON THE INADEQUACIES IN GREEN'S ANALYSIS, (6) GREEN ON THE AMBIGUITY OF TEACHING, (7) GREEN ON TEACHING GOALS, (8)

MCLELLAN ON GREEN'S DISTINCTIONS, (9) NEWSOME IN DISAGREEMENT WITH GREEN AND MCLELLAN, (10) MCLELLAN'S REJECTION OF NEWSOME'S CRITICISM, (11) BLACK ON THE EDUCATIONAL SIGNIFICANCE OF THE NOTION OF RULE-GOVERNED ACTION, (12) KOMISAR ON 4 DISTRICT MEANINGS OF "LEARNING," (13) HAMLYN ON A DELIMITING OF ROLES TO BE PERFORMED BY PHILOSOPHY AND PSYCHOLOGY IN LEARNING STUDIES, (14) KELLEY ON THE CONCEPT OF TRANSFER OF LEARNING, (15) HIRST ON THE NATURE OF A SUBJECT AREA AS RELATED TO LEARNINGS SOUGHT, (16) DEARDEN ON THE "DISCOVERY METHOD." MENTION IS MADE OF IMPORTANT PAPERS ON THE CONCEPT OF INDOCTRINATION. (AF)

ED 015 168 SP 001 404

POLONSKI, NORM

SELF TAUGHT-A PAINLESS APPROACH. SAN DIEGO TEACHERS ASSN., CALIF. PUB DATE DEC 67

EDRS PRICE MF-00.25 HC-00.20 3P.

DESCRIPTORS *INSERVICE TEACHER EDUCATION, *INSTRUCTIONAL FILMS, *TEACHER IMPROVEMENT, AUDIOVISUAL AIDS, EFFECTIVE TEACHING, FILMS, INSERVICE PROGRAMS, SAN DIEGO, SECONDARY INSTRUCTIONAL COMMITTEE, SECONDARY SCHOOLS, TEACHER PARTICIPATION.

A PLAN, FOR USE IN THE SAN DIEGO SCHOOLS, IS OUTLINED FOR A VOLUNTARY, TEACHER-CENTERED, INSERVICE TRAINING PROGRAM TO TAKE PLACE WITHIN THE SCHOOL DAY. THIS PLAN WOULD USE THE MANY AVAILABLE TEACHER EDUCATION FILMS FOR INSERVICE EDUCATION, AVOIDING THE ADDITIONAL INCONVENIENCE ENTAILED IN THE PLANNING AND STAFFING OF WORKSHOPS OR INSERVICE PROGRAMS REQUIRING COURSE ATTENDANCE. THESE FILMS WOULD FORM THE BASIS FOR ALL INSERVICE EDUCATION. EACH MONTH, THE TEACHERS IN EACH DEPARTMENT WOULD SELECT AN APPROPRIATE FILM FOR THEIR STUDENTS TO VIEW IN THE AUDITORIUM, WHILE THEY (THE TEACHERS) WOULD BE VIEWING A RECENT TEACHER EDUCATION FILM CHOSEN FROM A LIST OF 66 COMPILED BY THE SECONDARY INSTRUCTIONAL COMMITTEE. THE PLAN WOULD BE ENTIRELY VOLUNTARY, REQUIRING NO TESTS, TERM PAPERS, OR EXTRA-CURRICULAR ACTIVITIES, BUT ALSO OFFERING NO ARTIFICIAL INCENTIVES SUCH AS SALARY CREDITS. THE PILOT PROJECT IS TARGETED TO BEGIN IN JANUARY, 1968, WITH ONE PERSON IN EACH SECONDARY SCHOOL IN THE AREA HAVING BEEN CONTACTED TO AID IN EXPLAINING AND PROMOTING THE PROGRAM. THIS ARTICLE APPEARED IN SDTA BULLETIN, VOLUME 48, NO. 3, DECEMBER, 1967, P. 9. (AW)

ED 015 169 SP 001 405

COULSON, JOHN E.

THE TEACHER'S ROLE IN CLASSES USING SELF-STUDY MATERIALS.

PUB DATE 6 MAY 67

EDRS PRICE MF-00.25 HC-00.20 3P.

DESCRIPTORS *GEOMETRY, *PROGRAMED INSTRUCTION, *READING INSTRUCTION, *TEACHER ROLE, *TEACHING TECHNIQUES, CULTURAL DISADVANTAGEMENT, ELEMENTARY SCHOOL STUDENTS, ELEMENTARY SCHOOL TEACH-

ERS, MOTIVATION, PROGRAMED MATERIALS, PROGRAMED TUTORING, READING IMPROVEMENT, REINFORCERS, SECONDARY SCHOOL STUDENTS, SECONDARY SCHOOL TEACHERS, TEACHER AIDS, TUTORING.

2 STUDIES DESIGNED TO EXPLORE THE ROLE OF THE TEACHER IN THE CLASSROOM ARE DESCRIBED. THE FIRST STUDY USED ABOUT 5 HOURS OF PROGRAMED HIGH SCHOOL GEOMETRY MATERIALS. IT WAS HYPOTHESIZED THAT EFFECTIVENESS OF THESE MATERIALS WOULD BE INCREASED IF THE TEACHER ACTIVELY AUGMENTED INSTRUCTION THROUGH REPHRASING DIFFICULT ITEMS, ADDING EXAMPLES, WORKING PROBLEMS WITH THE STUDENT AND BRANCHING THE STUDENT TO DIFFERENT PARTS OF THE PROGRAM. COMPARISON OF THIS ACTIVE TEACHER ROLE, WITH A MERELY MONITORIAL ONE, REVEALED NO DIFFERENCES AMONG TREATMENT GROUPS ON A POSTTEST. RESULTS LEAD TO THE CONJECTURE THAT THE TEACHER SHOULD PROGRAM HIS OWN BEHAVIOR AS CAREFULLY AS THE INSTRUCTIONAL MATERIAL IS PROGRAMMED, IN ORDER TO BE ABLE TO AUGMENT THE MATERIAL. THE SECOND STUDY IS AN ATTEMPT TO APPLY EMPIRICAL TRIAL-AND-REVISION PROCEDURES TO IMPROVE CLASSROOM INSTRUCTION FOR FIRST-GRADE MEXICAN-AMERICAN CHILDREN. CLASSROOM OBSERVATION OF READING INSTRUCTION IN 2 ELEMENTARY SCHOOLS COUPLED WITH A TESTING PROGRAM REVEALED PARTICULAR DEFICIENCY IN USE OF SOME PARTICULARLY CRITICAL ADJECTIVES AND PREPOSITIONS. THE PLAN IS TO DEVELOP A DECISION FLOW CHART FROM USEFUL TECHNIQUES TO HELP THE TEACHER SELECT MATERIALS AND METHODS FOR DIFFERENT CHILDREN. USE OF OTHER CHILDREN AND PARENTS AS TUTORS, AND TANGIBLE REINFORCERS AS WELL AS MANY TYPES OF INSTRUCTIONAL MATERIALS ARE UNDER CONSIDERATION. PAPER PRESENTED AT THE WESTERN PSYCHOLOGICAL ASSOC. CONVENTION, SAN FRANCISCO, CALIF. MAY 6, 1967. (AF)

ED 015 170 SP 001 407

PFEIFFER, ISOBEL DAVIS, O.L., JR.

TEACHER-MADE EXAMINATIONS-WHAT KIND OF THINKING DO THEY DEMAND. PUB DATE SEP 65

EDRS PRICE MF-00.25 HC-00.48 10P.

DESCRIPTORS *COGNITIVE PROCESSES, *STUDENT TESTING, *TEACHERS, *TEST CONSTRUCTION, *TESTS, ALGEBRA, BIOLOGY, BUSINESS EDUCATION, BUSINESS SUBJECTS, CIVICS, COGNITIVE TESTS, COLLEGE PREPARATION, ENGLISH, FRENCH, GENERAL SCIENCE, GRADE 9, HOME ECONOMICS, INSTRUCTIONAL PROGRAM DIVISIONS, INTELLECTUAL DEVELOPMENT, JUNIOR HIGH SCHOOL, MATHEMATICS, PREVOCATIONAL EDUCATION, TAXONOMY, TAXONOMY OF EDUCATIONAL OBJECTIVES COGNITIVE DOMAIN, TESTING PROBLEMS, WORLD HISTORY.

THIS STUDY WAS DESIGNED TO DETERMINE AND NOTE SIMILARITIES AND DIFFERENCES IN THE COGNITIVE OBJECTIVES OF EXAMINATIONS USED IN NINTH GRADE COURSES IN A JUNIOR HIGH SCHOOL. SEMESTER EXAMINATIONS FOR 1965-66 PREPARED BY INDIVIDUAL TEACHERS OR BY TEACHERS AS MEMBERS OF COMMITTEES WERE ANALYZED BY TEST ITEMS ACCORDING TO THE TAXONOMY OF EDUCATIONAL OBJECTIVES-

COGNITIVE DOMAIN (A HIERARCHY OF INCREASING COMPLEXITY FROM KNOWLEDGE, TO COMPREHENSION, TO APPLICATION, TO ANALYSIS, TO SYNTHESIS, TO EVALUATION). ITEM FREQUENCIES WERE TABULATED AND PERCENTAGES CALCULATED. COURSES COVERED WERE CIVICS, COLLEGE PREPARATORY (CP) WORLD HISTORY, CP ALGEBRA, GENERAL MATHEMATICS, CP BIOLOGY, GENERAL SCIENCE, BEGINNING AND ADVANCED FRENCH, ENGLISH, HOME ECONOMICS, AND BUSINESS TRAINING. THOUGH THE RANGE OF COGNITIVE OBJECTIVES WIDENED FOR CP STUDENTS, EMPHASIS IN ALL 3 PROGRAMS OF STUDY (CP, BUSINESS, AND PREVOCATIONAL) WAS HEAVIEST ON KNOWLEDGE OF SPECIFICS. IN ALL PROGRAMS, AT LEAST HALF OF THE QUESTIONS REQUIRED ONLY MEMORY. THERE WAS OVERALL LACK OF CONCERN FOR THE AREAS OF ANALYSIS, SYNTHESIS, AND EVALUATION. ONLY IN ENGLISH AND, FOR A LIMITED GROUP, IN WORLD HISTORY, DID STUDENTS HAVE THE INTELLECTUAL CHALLENGE OF THE HIGHER COGNITIVE PROCESSES. DISCREPANCIES AND RECOMMENDATIONS FOR FURTHER RESEARCH ARE DISCUSSED. THIS ARTICLE WAS REPRINTED FROM THE BULLETIN OF THE NATIONAL ASSOC. OF SECONDARY SCHOOL PRINCIPALS, VOL. 49, SEPT. 1965. (AF)

ED 015 171 SP 001 412
METZNER, SEYMOUR NEUMAN, JEFF.
REV

THE TEACHER AUXILIARY-AIDE OR MAID, AN ANALYSIS WITH ANNOTATED BIBLIOGRAPHY.

PUB DATE 67
EDRS PRICE MF-\$0.25 HC-\$1.30 28P.

DESCRIPTORS *BIBLIOGRAPHIES, *LITERATURE REVIEWS, *RESPONSIBILITY, *SCHOOL AIDES, *TEACHER AIDES, EDUCATIONAL RESPONSIBILITY, EVALUATION, INSERVICE EDUCATION, QUALIFICATIONS, SCHOOL COMMUNITY COOPERATION, SCHOOL COMMUNITY RELATIONSHIP, VOLUNTEERS.

THIS PAPER SUMMARIZES AND EVALUATES THE AVAILABLE LITERATURE AND RESEARCH ON THE EMPLOYMENT OF TEACHER AIDES IN OUR PUBLIC SCHOOLS. FIRST, THE PRESENT STATUS OF THE TEACHER AIDE IS DEPICTED, AS WELL AS CURRENT TRENDS IN THE UTILIZATION OF SCHOOL AIDES. THEN THE AIMS OF VARIOUS TEACHER AIDE PROGRAMS ARE DESCRIBED IN DETAIL, COVERING THE FULL RANGE OF DUTIES ASSIGNED TO THE AUXILIARY, AS WELL AS THE PROBLEMS ENCOUNTERED AND THE SOLUTIONS THAT HAVE BEEN ATTEMPTED. FINALLY, PAST AND PRESENT TECHNIQUES AND PROGRAMS ARE ANALYZED AND EVALUATED, AND NEEDED RESEARCH AND FOLLOW-UP STUDIES IN THE AREA ARE SUGGESTED. (RP)

ED 015 172 TE 000 004
WARD, WILLIAM S. CRABB, ALFRED L., JR.

THE TEACHING OF LITERATURE, GRADES 7-12. KENTUCKY COUNCIL OF TEACHERS OF ENGLISH, LOUISVILLE

PUB DATE 66
EDRS PRICE MF-\$0.50 HC-\$3.32 81P.

DESCRIPTORS *ENGLISH INSTRUCTION, *LITERATURE GUIDES, *LITERATURE PROGRAMS, *SECONDARY EDUCATION,

AUDIOVISUAL AIDS, BIOGRAPHIES, BOOK REVIEWS, DRAMA, ESSAYS, KENTUCKY COUNCIL OF TEACHERS OF ENGLISH, NOVELS, POETRY, SHORT STORIES.

THE COMMITTEE ON STANDARDS OF THE KENTUCKY COUNCIL OF TEACHERS OF ENGLISH PRODUCED A REPORT ON THE TEACHING OF LITERATURE, GRADES SEVEN THROUGH 12, WITH CONCRETE SUGGESTIONS FOR DEVELOPING APPRECIATION, PERCEPTION, AND A CRITICAL FRAMEWORK FOR LITERATURE. FOLLOWING AN OVERVIEW WHICH ASSESSES THE DIFFERENT APPROACHES TO THE TEACHING OF LITERATURE AND ITS PLACE IN A LANGUAGE ARTS PROGRAM, THE GUIDE IS DIVIDED INTO SECTIONS ON EACH OF THE FOLLOWING LITERARY GENRES-SHORT STORY, NOVEL, DRAMA, POETRY, BIOGRAPHY, ESSAY, AND ARTICLE. SECTIONS CONTAIN ACCOUNTS OF THE SIGNIFICANCE OF THE TYPES IN RELATION TO THE SECONDARY SCHOOL LITERATURE PROGRAM, WORKABLE DEFINITIONS OF THE GENRES, LISTINGS AND EXPLANATIONS OF POINTS TO CONSIDER IN THE STUDY OF EACH GENRE, AND GENERAL SUGGESTIONS FOR PRESENTATION TO STUDENTS OF VARYING ABILITIES. A BRIEF HISTORY OF THE GENRE IS GIVEN FOR THE BIOGRAPHY AND THE ESSAY. IN ADDITION, EACH SECTION INCLUDES EXEMPLARY TEACHING UNITS, BUILT AROUND GENERALLY FAMILIAR AND READILY AVAILABLE LITERARY SELECTIONS, FOR BOTH JUNIOR AND SENIOR HIGH SCHOOL LEVELS. AUDIO-VISUAL AIDS AND SUPPLEMENTARY READINGS ARE LISTED. ALSO PRESENTED IS A VARIETY OF SUGGESTIONS FOR MAKING BOOK REPORTS CHALLENGING, CREATIVE, AND EXCITING FOR STUDENTS. THIS REPORT APPEARED IN "KENTUCKY ENGLISH BULLETIN," VOLUME 16, FALL 1966. (DL)

ED 015 173 24 TE 000 028
MACLEISH, ANDREW SEAT, WILLIAM R., III

MATERIALS AND METHODS FOR TEACHING STRUCTURAL AND GENERATIVE GRAMMAR TO HIGH SCHOOL STUDENTS AND THEIR TEACHERS. FINAL REPORT.

NORTHERN ILLINOIS UNIV., DE KALB

REPORT NUMBER CRP-H-144

REPORT NUMBER BR-5-1112

PUB DATE 31 AUG 67

CONTRACT OEC-4-10-252

EDRS PRICE MF-\$0.50 HC-\$4.84 119P.

DESCRIPTORS *COMPOSITION (LITERARY), *ENGLISH INSTRUCTION, *STRUCTURAL GRAMMAR, *STRUCTURAL LINGUISTICS, *TRANSFORMATION GENERATIVE GRAMMAR, DIACHRONIC LINGUISTICS, ENGLISH, GRAMMAR, INSTRUCTIONAL MATERIALS, LINGUISTICS, MORPHONOLOGY (LANGUAGES), NORTHERN ILLINOIS UNIVERSITY, PHONOLOGY, SECONDARY SCHOOL STUDENTS, STUDENT ATTITUDES, TEACHER ATTITUDES, TEACHING METHODS.

FROM 1965 THROUGH 1967, THE NORTHERN ILLINOIS UNIVERSITY CURRICULUM CENTER WAS ENGAGED IN DEVELOPING WORKABLE MATERIALS IN STRUCTURAL AND TRANSFORMATIONAL GRAMMARS FOR THE 11TH AND 12TH GRADES AND IN INVESTIGATING THE EFFECT OF INSTRUCTION IN THESE UPON STUDENT WRITING AND UPON STUDENT AND TEACHER ATTITUDES TOWARD THE STUDY OF LINGUISTICS. AFTER ANALYZING GRAMMAR TEXTBOOKS AND STUDYING PHONOLOGY, MORPHOLOGY, AND TRANSFORMATIONAL SYNTAX, 15 EXPER-

IMENTED TEACHERS DEVELOPED TEACHING UNITS ON PHONOLOGY, MORPHOLOGY, HISTORY OF THE LANGUAGE, AND TRANSFORMATIONAL GRAMMAR. THE EFFECT OF INSTRUCTION IN THE NEW GRAMMARS ON STUDENT WRITING WAS INCONCLUSIVE. HOWEVER, RESEARCH DID REVEAL THAT THESE GRAMMARS CAN (1) BE TAUGHT SUCCESSFULLY IN SENIOR HIGH SCHOOL, BY TEACHERS WHOSE TRAINING WAS IN TRADITIONAL GRAMMAR, TO BOTH THOSE STUDENTS WHO ARE THOROUGHLY INDOCTRINATED IN TRADITIONAL GRAMMAR AND TO THOSE WHO KNOW LITTLE GRAMMAR, (2) BE INCORPORATED INTO THE STUDY OF LITERATURE, TRADITIONAL GRAMMAR, AND COMPOSITION, AND CORRELATED WITH FOREIGN LANGUAGE AND SPEECH, (3) MAKE STUDENTS MORE SENSITIVE TO THEIR LANGUAGE-ITS STRUCTURE AND THEIR OWN WRITING ERRORS, (4) SHOW TEACHERS EXPLICIT AND UNAMBIGUOUS WAYS TO HELP STUDENTS ELIMINATE ERRORS, AND (5) MOTIVATE STUDENTS AND TEACHERS TO FURTHER ENGLISH LANGUAGE STUDY. THESE FINDINGS INDICATE THAT MOST OF THE MATERIALS COULD BE INTRODUCED EARLIER IN THE SCHOOL CURRICULUM. (RD)

ED 015 174 TE 000 036

DELANCEY, ROBERT W.
LINGUISTICS AND TEACHING, A MANUAL OF CLASSROOM PRACTICES.
NEW YORK STATE ENGLISH COUNCIL, SYRACUSE, N.Y.

REPORT NUMBER MONGR-9

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ENGLISH INSTRUCTION, *PHONOLOGY, *STRUCTURAL GRAMMAR, *STRUCTURAL LINGUISTICS, *TRADITIONAL GRAMMAR, GRAMMAR, INTONATION, LINGUISTICS, NEW YORK STATE ENGLISH COUNCIL, SYNTAX, TEACHING PROCEDURES, VERBAL COMMUNICATION.

A BRIEF INTRODUCTION TO SELECTED ASPECTS OF THE LINGUISTICS ANALYSIS OF ENGLISH IS PRESENTED IN THIS MONOGRAPH. FOLLOWING A DEFINITION OF LANGUAGE AND AN EXPLANATION OF THE COMMUNICATION PROCESS, THE PEDAGOGICAL AND DESCRIPTIVE INADEQUACIES OF TRADITIONAL GRAMMAR ARE EXAMINED. THE CONSIDERATION OF STRUCTURAL ELEMENTS IN ENGLISH CENTERS ON PHONOLOGY AND GRAMMAR. THE SECTION ON THE PHONOLOGICAL ELEMENTS OF ENGLISH EXPLAINS AND ILLUSTRATES PHONEMES, GRAPHEMES, AND THE INTONATIONAL PATTERNS OF SPOKEN ENGLISH-PITCH, STRESS, AND JUNCTURE. THE GRAMMATICAL DEVICES WHICH AFFECT MEANING-WORD ORDER, DERIVATIONAL AFFIXES, INFLECTIONS, STRUCTURE WORDS, AND INTONATION-ARE THEN TREATED, AS WELL AS TWO MAJOR CLASSIFICATIONS OF THE PARTS OF SPEECH-(1) FORM CLASSES-NOUNS, VERBS, ADJECTIVES, AND ADVERBS AND (2) STRUCTURE WORDS-PREPOSITIONS, CONNECTIVES, PRONOUNS, INTERROGATIVES, AND TRANSITIONALS. A DISCUSSION OF THE FUNCTIONAL CLASSIFICATION OF WORDS AS NOMINALS, ADJECTIVALS, AND ADVERBIALS IS FOLLOWED BY A BRIEF EXPLANATION OF CONSTRUCTIONS (WORD UNITS WHICH SERVE A GRAMMATICAL FUNCTION WITHIN A SENTENCE). FINALLY, THE POSSIBLE LEVELS OF SENTENCE ANALYSIS AND THE BASIC SENTENCE PATTERNS OF ENGLISH ARE EXPLAINED. ALSO INCLUDED AS

MAJOR PORTIONS OF THE MONOGRAPH ARE SUMMARIES OF 42 ARTICLES DESCRIBING LINGUISTIC APPROACHES TO THE TEACHING OF ENGLISH AND SELECTED BIBLIOGRAPHIES OF WORKS ON LINGUISTICS AND THE TEACHING OF ENGLISH, ON LINGUISTICS AND LITERATURE, AND ON LINGUISTICS AND READING. SINGLE COPIES OF THIS MONOGRAPH AT \$1.50 AND ORDERS OF 50 OR MORE AT \$1.25 MAY BE ORDERED FROM MR. ROBERT E. POTTER, ADMINISTRATION BUILDING 321, STATE UNIVERSITY COLLEGE, ONEONTA, NEW YORK 13820. (DL)

ED 015 175 TE 000 039

ANDERSON, SCARVIA B.
BETWEEN THE GRIMMS AND "THE GROUP".
-LITERATURE IN AMERICAN HIGH SCHOOLS.

EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.

PUB DATE APR 64

EDRS PRICE MF-\$0.25 HC-\$1.00 23P.

DESCRIPTORS *ENGLISH INSTRUCTION, *LITERATURE, *SECONDARY EDUCATION, BIOGRAPHIES, DRAMA, EDUCATIONAL TESTING SERVICE, ENGLISH CURRICULUM, ESSAYS, NOVELS, POETRY, SHORT STORIES.

IN 1963, THE COOPERATIVE TEST DIVISION OF THE EDUCATIONAL TESTING SERVICE SOUGHT TO ESTABLISH A LIST OF THE MAJOR WORKS OF LITERATURE TAUGHT TO ALL STUDENTS IN ANY ENGLISH CLASS IN UNITED STATES SECONDARY SCHOOLS. QUESTIONNAIRES ASKING FOR SUCH A LIST OF EACH GRADE WERE SENT TO RANDOM SAMPLES OF SCHOOLS, AND 222 PUBLIC, 223 CATHOLIC, 192 INDEPENDENT, AND 54 SELECTED URBAN SCHOOLS RESPONDED. MAJOR RESULTS SHOW THAT THE FOLLOWING WORKS ARE TAUGHT IN AT LEAST 30 PERCENT OF THE PUBLIC SECONDARY SCHOOLS FROM WHICH RESPONSES WERE RECEIVED: "MACBETH," "JULIUS CAESAR," "SILAS MARNER," "OUR TOWN," "GREAT EXPECTATIONS," "HAMLET," "RED BADGE OF COURAGE," "TALE OF TWO CITIES," AND "THE SCARLET LETTER." THE WORKS TAUGHT IN AT LEAST 30 PERCENT OF THE CATHOLIC SECONDARY SCHOOLS ARE THOSE LISTED FOR PUBLIC SCHOOLS PLUS "PRIDE AND PREJUDICE" AND "THE MERCHANT OF VENICE." THE INDEPENDENT SCHOOL LIST INCLUDES ALL TITLES ON THE OTHER TWO LISTS WITH THE EXCEPTION OF "OUR TOWN," AND THE ADDITION OF "HUCKLEBERRY FINN," "THE ODYSSEY," "OEDIPUS THE KING," "ROMEO AND JULIET," AND "RETURN OF THE NATIVE." (THE BULK OF THE REPORT CONTAINS (1) PERCENTAGE TABLES AND LISTS OF MAJOR WORKS ASSIGNED BY FIVE PERCENT OR MORE OF THE SECONDARY SCHOOLS SURVEYED, (2) A DESCRIPTION OF THE SAMPLE SCHOOLS, AND (3) A LIST OF WORKS USED IN LESS THAN FIVE PERCENT OF SCHOOLS IN ANY OF THE SAMPLES.) (DL)

ED 015 176 TE 000 040

BURGE, GEORGIA
A SURVEY OF TRAINING, ASSIGNMENTS, AND ATTITUDES OF ENGLISH TEACHERS IN IOWA PUBLIC SCHOOLS--GRADES 9-12.

IOWA STATE DEPT. OF PUBLIC INSTR., DES MOINES

REPORT NUMBER 767C-169NDEA-111

PUB DATE 67

EDRS PRICE MF-\$0.50 HC-\$3.84 94P.

DESCRIPTORS *ENGLISH INSTRUCTION, *SECONDARY EDUCATION, *TEACHER ATTITUDES, *TEACHER EDUCATION, *TEACHING ASSIGNMENT, INSERVICE TEACHER EDUCATION, TEACHING CONDITIONS, TEACHING LOAD.

THROUGH A RECENT QUESTIONNAIRE SURVEY OF ALL IOWA TEACHERS ASSIGNED AT LEAST ONE ENGLISH CLASS IN GRADES 9-12, COMPREHENSIVE INFORMATION WAS COLLECTED ON TEACHER TRAINING, ASSIGNMENTS, AND ATTITUDES. RESULTS SHOWED THAT APPROXIMATELY TWO-THIRDS OF THE SECONDARY ENGLISH TEACHERS WERE WOMEN, THAT ALL TEACHERS HAD BACHELOR'S DEGREES, AND THAT 60 PERCENT HAD MAJORED IN ENGLISH 22 PERCENT IN RELATED FIELDS, AND 18 PERCENT IN UNRELATED AREAS. APPROXIMATELY HALF OF THE TEACHERS OF ENGLISH HAD MULTIPLE ASSIGNMENTS, WHEREAS THE REMAINDER TAUGHT ONLY ONE GRADE LEVEL OR ONE TYPE OF COURSE. THE MAJORITY OF ENGLISH TEACHERS HAD TEACHING LOADS OF NOT MORE THAN FOUR OR FIVE CLASSES AND 125 STUDENTS, BUT HEAVIER LOADS WERE NOT UNCOMMON. SUCH INNOVATIONS AS TEAM TEACHING, CLASSROOM BOOK COLLECTIONS, AND PROGRAMED MATERIALS WERE FREQUENTLY BEING EMPLOYED, AND HOMOGENEOUS GROUPING WAS REPORTED BY 35 PERCENT OF THE TEACHERS. ONLY APPROXIMATELY ONE-THIRD OF IOWA'S ENGLISH TEACHERS WERE PURSUING A GRADUATE MAJOR IN ENGLISH, BUT 54 PERCENT WERE SELECTING COLLEGE COURSES TO HELP THEM IMPROVE THEIR TEACHING, PARTICULARLY IN ENGLISH LANGUAGE AND COMPOSITION. ALTHOUGH TEACHERS FOUND PROFESSIONAL JOURNALS VERY HELPFUL, ONLY ONE-THIRD BELONGED TO ENGLISH PROFESSIONAL ORGANIZATIONS AND ONLY 52 PERCENT HAD ATTENDED AN ENGLISH PROFESSIONAL MEETING IN THE THREE YEARS BEFORE THIS SURVEY. (DL)

ED 015 177 24 TE 000 071

SUMMER WRITING CONFERENCE TO CONTINUE DEVELOPMENT OF MATERIALS IN EXPRESSION OF IDEAS (ENGLISH) AND QUANTITATIVE THINKING (MATHEMATICS) TO BE USED IN PRE-COLLEGE CENTERS FOR STUDENTS FROM LOW-INCOME FAMILIES. FINAL REPORT.

EDUCATIONAL SERVICES INC., NEWTON, MASS.

REPORT NUMBER BR-6-1700

PUB DATE 31 MAY 67

CONTRACT OEC-1-6-061700-1735

EDRS PRICE MF-\$0.75 HC-\$5.88 145P.

DESCRIPTORS *COLLEGE BOUND STUDENTS, *COLLEGE HIGH SCHOOL COOPERATION, *CONFERENCES, *DISADVANTAGED YOUTH, *ENGLISH INSTRUCTION, CURRICULUM DEVELOPMENT, MATHEMATICS, PRE-COLLEGE CENTERS, SCIENCE UNITS, TEACHER WORKSHOPS, UNDERACHIEVERS, UPWARD BOUND CENTERS.

TEACHERS, WRITERS, MATHEMATICIANS, AND SCIENTISTS FROM HIGH SCHOOLS AND UNIVERSITIES IN 10 STATES MET TO CONTINUE THE DEVELOPMENT OF UNITS IN ENGLISH, MATHEMATICS, AND NATURAL SCIENCE, FOR USE IN PRE-COLLEGE AND UPWARD BOUND CENTERS. THEIR AIM WAS TO CREATE CURRICULUM MATERIALS WHICH WOULD HELP TEACHERS AID INTELLECTUALLY DISCOURAGED STUDENTS TO BECOME CONFIDENT IN THEIR ABILITY TO THINK, SPEAK, AND WRITE

PRODUCTIVELY. DURING THE 8-WEEK CONFERENCE, SOME OF THE 28 PARTICIPANTS TRAVELED TO UPWARD BOUND CENTERS FOR DEMONSTRATION AND EXPERIMENTATION OF THE EVOLVING MATERIALS, THEN RETURNED TO REVISE AND DISCUSS RESULTS WITH OTHER CONFERENCE MEMBERS. THIS WAS FOLLOWED BY A WEEK-LONG TEACHERS' WORKSHOP IN WHICH UPWARD BOUND TEACHERS WHO HAD BEEN USING SOME OF THE PREVIOUSLY CONSTRUCTED MATERIALS MET WITH THE PARTICIPANTS OF THE WRITERS' CONFERENCE FOR DISCUSSION. ALTHOUGH TEACHERS AND STUDENTS INVOLVED WERE ENTHUSIASTIC ABOUT THE PROGRAM A FORMAL EVALUATION IS NOT YET AVAILABLE. (INCLUDED IN THIS REPORT ARE (1) BACKGROUND INFORMATION ON PRE-COLLEGE AND UPWARD BOUND CENTERS, (2) A DESCRIPTION OF THE PREPARATION OF A UNIT, (3) A SAMPLE UNIT, INCLUDING TEACHER FEEDBACK AND STUDENT WRITINGS, (4) ANNOTATED LISTS OF AVAILABLE ENGLISH, MATHEMATICS, AND SCIENCE UNITS, AND (5) A DESCRIPTION OF THE TEACHERS' TRAINING SESSIONS HELD AT THE VARIOUS CENTERS. A BROCHURE, "TO GLADLY LEARN," AND A SUMMARY OF THE REPORT ARE APPENDED.) (MM)

ED 015 178 TE 000 079

BURKE, VIRGINIA M.
THE LAY READER PROGRAM IN ACTION.
WISCONSIN COUNCIL OF TEACHERS OF ENGLISH

PUB DATE NOV 60

EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *COMPOSITION (LITERARY), *ENGLISH INSTRUCTION, *GRADING, *TEACHER AIDES, CLASS SIZE, COLLEGE PREPARATION, RACINE, SECONDARY EDUCATION, SHEBOYGAN, SUPERIOR STUDENTS, TEACHING LOAD, WISCONSIN.

IN 1960, THE WISCONSIN COUNCIL OF TEACHERS OF ENGLISH CONDUCTED AN INTERVIEW AND QUESTIONNAIRE SURVEY OF PARTICIPANTS IN TWO LAY READER PROGRAMS AT THE SECONDARY LEVEL--(1) A PROGRAM AT RACINE IN ITS FIRST FULL SEMESTER IN WHICH LAY READERS CORRECTED AND EVALUATED, BUT DID NOT GRADE, APPROXIMATELY HALF OF THE THEMES FROM SELECTED CLASSES, AND (2) A PROGRAM AT SHEBOYGAN IN ITS FOURTH SEMESTER IN WHICH LAY READERS CORRECTED, EVALUATED, AND TENTATIVELY GRADED ALL THEMES FROM SELECTED CLASSES. BOTH PROGRAMS REQUIRED TEACHERS TO REVIEW THE READERS' EVALUATIONS BEFORE THE COMPOSITIONS WERE RETURNED TO STUDENTS, AND RESTRICTED LAY READERS TO COURSES FOR COLLEGE-BOUND STUDENTS. IN GENERAL, TEACHERS, STUDENTS, AND READERS FAVORED THE PROGRAMS BECAUSE THEY LED TO MORE FREQUENT STUDENT WRITING, PROVIDED CRITICISM FROM A SECOND VIEWPOINT, AND AIDED THE STUDENT IN PREPARING FOR MORE RIGOROUS WRITING ASSIGNMENTS IN COLLEGE. IMPORTANT ASPECTS FOR SUCCESS OF THE PROGRAMS WERE--(1) CONTACT BETWEEN THE LAY READERS AND THEIR CLASSES, ESPECIALLY IN THE FORM OF CONFERENCES, (2) GOOD RAPPORT AND UNDERSTANDING AMONG TEACHER, READER, AND STUDENT CONCERNING THE CRITERIA FOR GRADING THEMES, AND (3) THE PROMPT RETURN OF PAPERS, ENABLING STUDENTS TO SEE CORRECTIONS ON ONE THEME BEFORE

WRITING ANOTHER. GENERALLY, ALL PARTICIPANTS FELT THAT THE ASSIGNING OF FINAL GRADES TO PAPERS SHOULD REMAIN THE TEACHER'S RESPONSIBILITY. ALTHOUGH NOT A SUBSTITUTE FOR SMALLER CLASSES AND CLASS LOADS, AND NOT AFFECTING REGULAR CLASSES OF TERMINAL STUDENTS WHERE THE REAL BURDEN OF THEM-CORRECTING LIES, THE LAY-READER PROGRAMS PROVED TO BE EFFECTIVE IN ENRICHING THE CURRICULUM FOR SUPERIOR STUDENTS. THIS ARTICLE APPEARS AS "WISCONSIN COUNCIL OF TEACHERS OF ENGLISH SPECIAL BULLETIN NO. 1," NOVEMBER 1960. (DL)

ED 015 179 TE 000 080

MILLER, BARBARA D. NEY, JAMES W.
ORAL DRILLS AND WRITING IMPROVEMENT
IN THE FOURTH GRADE.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AUDIOLINGUAL METHODS, *COMPOSITION SKILLS (LITERARY), *ENGLISH INSTRUCTION, *PATTERN DRILLS (LANGUAGE), *SENTENCE STRUCTURE, AVERAGE STUDENTS, ELEMENTARY GRADES, GRADE 4, LANGUAGE ARTS, LANGUAGE DEVELOPMENT, WRITING EXERCISES.

BELIEVING FORMAL WRITTEN ENGLISH TO BE A "FOREIGN LANGUAGE" TO MOST AMERICAN PUBLIC SCHOOL STUDENTS, RESEARCHERS USED THE AUDIO-LINGUAL METHOD OF FOREIGN LANGUAGE INSTRUCTION TO PROMOTE WRITING IMPROVEMENT IN FOURTH-GRADERS. TWO RANDOMLY-SELECTED CLASSES OF STUDENTS OF AVERAGE ABILITY COMPOSED THE STUDY POPULATION-ONE CLASS FOR THE EXPERIMENT, THE OTHER FOR THE CONTROL. BOTH CLASSES WERE INVOLVED IN SIMILAR ACTIVITIES OF A TRADITIONAL LANGUAGE ARTS PROGRAM. THE STUDENTS' WRITTEN REACTIONS TO THE SAME FILM SERVED AS THE PRE-TEST FOR THE EXPERIMENT. THE EXPERIMENTAL GROUP PRACTICED COMBINING TEN SETS OF TWO SENTENCES INTO TEN SINGLE SENTENCES THROUGH SUBORDINATION. THESE DAILY PRACTICE SESSIONS OF BOTH ORAL AND WRITTEN EXERCISES LASTED FOR 30 TO 45 MINUTES FOR 35 CLASS PERIODS. THE EXERCISES WERE DESIGNED TO CONDITION THE PRODUCTION OF SENTENCES BY EMPLOYING (1) RELATIVE CAUSES BEGINNING WITH "WHO," "WHOM," "WHAT," "WHICH," AND "WHERE," AND CONSTRUCTIONS DERIVED FROM THEM AND (2) INTRODUCTORY ADVERBIAL CLAUSES. A POST-TEST FOR BOTH GROUPS CONSISTED OF A SECOND WRITING EXERCISE PROMPTED BY THE SAME FILM SHOWN FOR THE PRE-TEST. AN ANALYSIS OF DATA FROM THE TWO TESTS INDICATED THAT THE USE OF ORAL AND WRITTEN DRILLS CONDITIONED THE STUDENTS TO PRODUCE CERTAIN STRUCTURES IN THEIR WRITING WITH INCREASING FREQUENCY AND GAVE THEM GREATER FACILITY IN WRITING, WHICH LED TO LONGER COMPOSITIONS. THIS REPORT APPEARS IN "THE JOURNAL OF EXPERIMENTAL EDUCATION," VOL. 36, NO. 1, FALL 1967. (RD)

ED 015 180 TE 000 104

HOPE, A.D.

PRESIDENTIAL ADDRESS.

AUSTRALIAN ASSN. FOR THE TEACHING
OF ENGLISH

PUB DATE AUG 67

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *EDUCATIONAL RESEARCH, *ENGLISH INSTRUCTION, *PROFESSIONAL ASSOCIATIONS, *TEACHING TECHNIQUES, AUSTRALIAN ASSN. FOR THE TEACH. OF ENG, ENGLISH CURRICULUM, LITERATURE APPRECIATION, LITERATURE PROGRAMS, METHODS RESEARCH, TEACHING METHODS.

THE AUSTRALIAN ASSOCIATION FOR THE TEACHING OF ENGLISH HAS BECOME INCREASINGLY INFLUENTIAL SINCE ITS FOUNDING. HOWEVER, IT IS STILL NOT CONSIDERED PROFESSIONAL BECAUSE OF ITS LACK OF RECOGNITION AS THE ORGANIZATION ENTRUSTED WITH RESPONSIBILITY FOR THE COMMUNITY'S INTERESTS IN THE FIELD OF ENGLISH EDUCATION. THE FIRST STEP TOWARD MAKING IT SUCH A BODY IS TO BRING TOGETHER, IN ONE ORGANIZATION OR AFFILIATION OF ORGANIZATIONS, ALL THE MEMBERS OF THE ENGLISH-TEACHING PROFESSION, INCLUDING THE UNIVERSITY TEACHERS OF ENGLISH. AT THE SAME TIME, TEACHERS IN THE ELEMENTARY AND SECONDARY SCHOOLS MUST ENTER THE FIELD OF RESEARCH AND CRITICAL INQUIRY. TEACHERS MUST ASK AND SEEK TO ANSWER SUCH FUNDAMENTAL QUESTIONS AS-(1) IS ENGLISH, PROPERLY SPEAKING, A "SUBJECT" AT ALL, (2) WHAT DON'T WE TEACH THAT WE SHOULD, AND (3) WHAT COULD WE DO BETTER BY NOT TEACHING. WHEN WE KNOW THE ANSWERS TO THESE QUESTIONS WE MAY BE LED TO RELINQUISH SOME OF OUR ELABORATE TEACHING TECHNIQUES BECAUSE THE REASONS FOR WHICH WE HAVE PERFECTED THESE TECHNIQUES ARE NO LONGER VALID. RESEARCH, FOR EXAMPLE, MAY SHOW THAT PRE-UNIVERSITY STUDENTS ARE INCAPABLE OF DEVELOPING ADEQUATE CRITICAL JUDGMENTS IN LITERATURE, AND, THEREFORE, WE SHOULD DEVELOP STUDENTS' APPRECIATION FOR LITERATURE AND TRAIN POTENTIAL WRITERS MUCH LIKE ATHLETES. ON THE OTHER HAND, RESEARCH MIGHT INDICATE THAT CRITICAL JUDGMENT CAN BE DEVELOPED ONLY BY THE OLD TECHNIQUES OF AUTHORITARIAN DRILL AND TRAINING IN THE SKILLS AND KNOWLEDGE UPON WHICH CULTURE AND TASTE DEPEND. TEACHERS MUST, THEREFORE, BE OPEN-MINDED AND WILLING TO GIVE UP TRADITIONS AND TEACHING TECHNIQUES IF THEY PROVE TO BE DELUSIONS. THIS ARTICLE APPEARED IN "ENGLISH IN AUSTRALIA," NUMBER 5, AUGUST 1967. (DL)

ED 015 181 TE 000 105

KRAMER, LEONIE

THE AUSTRALIAN HERITAGE.

AUSTRALIAN ASSN. FOR THE TEACHING
OF ENGLISH

PUB DATE AUG 67

EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *LITERATURE, *LITERATURE PROGRAMS, *TWENTIETH CENTURY LITERATURE, AUSTRALIAN ASSN. FOR THE TEACH. OF ENG, CULTURAL BACKGROUND, CULTURAL EDUCATION, LITERARY DISCRIMINATION.

ALTHOUGH AUSTRALIAN LITERATURE IS NOT EQUAL TO THE BEST OF ENGLISH LITERATURE, THERE ARE NEVERTHELESS VALID REASONS FOR ITS INCLUSION IN THE LITERATURE PROGRAMS OF AUSTRALIAN SCHOOLS. IT IS BECOMING INCREASINGLY IMPORTANT THAT AUSTRALIANS HAVE SOME UNDERSTANDING OF THE EMERGENCE OF THE SOCIETY AND CULTURE IN WHICH THEY LIVE. AUSTRALIAN LITERATURE IS AN EFFECTIVE

MEANS OF DEVELOPING THIS HISTORICAL SENSE, AND CAN BE, IN TURN, A SIGNIFICANT AID IN UNDERSTANDING THE LITERATURE OF REMOTE COUNTRIES AND TIMES. THE STUDY OF AUSTRALIAN LITERATURE CAN ALSO ENCOURAGE STUDENTS TO INQUIRE FURTHER INTO THE "SPECIAL VALUE" OF LITERATURE, FOR INFERIOR LITERATURE IS FREQUENTLY THE STIMULUS WHICH LEADS STUDENTS TO BETTER LITERATURE. CONTEMPORARY AUSTRALIAN LITERATURE HAS A PARTICULAR IMMEDIACY AND SIGNIFICANCE FOR STUDENTS AND CAN ENCOURAGE WRITING, READING, AND THE KIND OF INTELLECTUAL ACTIVITY INHERENT IN BOTH. EXAMINATIONS ON SUCH MATERIAL, HOWEVER, CAN DESTROY ITS VALUE BY STIFLING AND CONDITIONING STUDENTS' RESPONSES TO IT. BY INCLUDING IN ENGLISH CURRICULA AUSTRALIAN LITERATURE, PARTICULARLY THE WORKS OF CONTEMPORARY AUSTRALIAN WRITERS, TEACHERS OF ENGLISH CAN PLAY A SIGNIFICANT ROLE IN CREATING AN ACTIVE, INTELLIGENT COMMUNITY INTERESTED IN BOTH ITS LITERARY HERITAGE AND ITS WRITERS OF TODAY. THIS ARTICLE APPEARED IN "ENGLISH IN AUSTRALIA," NUMBER 5, AUGUST 1967. (DL)

ED 015 182 TE 000 106

SCHOENHEIMER, H.P.

TOWARDS A SYNTHESIS.

AUSTRALIAN ASSN. FOR THE TEACHING
OF ENGLISH

PUB DATE AUG 67

EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *CREATIVE TEACHING, *CRITICAL THINKING, *EDUCATIONAL PHILOSOPHY, *ENGLISH INSTRUCTION, *TEACHING METHODS, AUSTRALIAN ASSN. FOR THE TEACH. OF ENG, COMMUNICATION SKILLS, CREATIVITY, EDUCATIONAL HISTORY, INTELLECTUAL DEVELOPMENT, SOCIAL CHANGE, STUDENT ATTITUDES, STUDENT MOTIVATION, TEACHER ATTITUDES.

CIVILIZED MAN'S HISTORY BEGAN WITH THE PROCESS OF GATHERING KNOWLEDGE AND, WHEN NEW KNOWLEDGE BEGAN TO CONFLICT WITH OLD KNOWLEDGE, THE DEVELOPING OF A CRITICAL AND QUESTIONING ATTITUDE. SINCE THE RENAISSANCE AND THE ENLIGHTENMENT THERE HAS BEEN A CONTINUOUS EROSION OF THE IDEA THAT EDUCATION AND THE POWER IT FURNISHES OVER SOCIETY ARE THE PRIVILEGE OF AN ELITE, AND A GROWING AWARENESS THAT EDUCATION DOES NOT MEAN BEING CONDITIONED TO CONFORM INTELLECTUALLY, POLITICALLY, OR THEOLOGICALLY, BUT IS CONCERNED WITH HELPING THE INDIVIDUAL TO INTERPRET AND INTERACT WITH HIS WORLD. BECAUSE TECHNOLOGY, IN THE LAST TWO DECADES, HAS FURTHER LIBERATED THE COMMON MAN AND BECAUSE INFORMATION IS SO QUICKLY SUPERCEDED BY NEW INFORMATION, EDUCATIONAL SYSTEMS TODAY MUST PRODUCE LARGE NUMBERS OF PEOPLE WITH CREATIVE AND CRITICAL INTELLECTS WHO ARE FLEXIBLE, INSIGHTFUL, AND RETRAINABLE, AND HAVE AN UNDERSTANDING OF THEORETICAL PRINCIPLES AS WELL AS MECHANICAL SKILLS. THIS KIND OF PERSON CANNOT BE PRODUCED BY AN EDUCATIONAL SYSTEM WHICH OVEREMPHASIZES REGIMENTATION, BUSYWORK, DRILL, AND MEMORIZATION. ALL TOO OFTEN, TEACHERS OF ENGLISH SUFFER FROM A LACK OF "IMAGINATIVE PARTICIPATION" IN THE EDUCATIONAL

EXPERIENCE OF YOUTH. THE OVER-EMPHASIS OF SKILLS AND FACT-FINDING PREVENTS LEADING THE STUDENT TO THE CREATIVE IMPLEMENTATION OF SKILLS IN THE COMPLETE HUMAN EXPERIENCE OF IMPRESSION, INTERNALIZATION, AND EXPRESSION. TEACHERS OF ENGLISH MUST HELP THEIR STUDENTS TO THINK AND FEEL MORE DEEPLY, LIVE MORE ABUNDANTLY, AND CREATE MORE FEELINGLY AND UNDERSTANDINGLY. THIS ARTICLE APPEARED IN "ENGLISH IN AUSTRALIA," NUMBER 5, AUGUST 1967. (DL)

ED 015 183

TE 000 110

SQUIRE, JAMES R.

THE EIGHT YEAR REPORT OF THE EXECUTIVE SECRETARY.

NATIONAL COUNCIL OF TEACHERS OF ENG. CHAMPAIGN, ILL
PUB DATE NOV 67

EDRS PRICE MF-\$0.25 HC-\$2.00 50P.

DESCRIPTORS *EDUCATIONAL RESOURCES, *EDUCATIONAL RESPONSIBILITY, *ENGLISH INSTRUCTION, *PROFESSIONAL ASSOCIATIONS, *PROGRAM EVALUATION, ADMINISTRATIVE POLICY, ADMINISTRATIVE PERSONNEL, COSTS, EDUCATIONAL IMPROVEMENT, EDUCATIONAL RESEARCH, INFORMATION DISSEMINATION, LEADERSHIP, NATIONAL COUNCIL OF TEACHERS OF ENGLISH, PUBLICATIONS.

AFTER EIGHT YEARS OF PROVIDING ADMINISTRATIVE LEADERSHIP, THE EXECUTIVE SECRETARY OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE) REVIEWS THE SCOPE OF PRESENT NCTE ACTIVITY IN IMPROVING ENGLISH TEACHING AND THE EDUCATION OF YOUTH. THE REPORT IS A SUMMARY OF HOW NCTE HAS ENTERED INTO A VIGOROUS REAPPRAISAL OF THE SUBJECT OF ENGLISH, ITS TEACHERS, AND ITS CURRICULUM AND MATERIALS, AND, COORDINATELY, HOW GROWTH IN NCTE MEMBERSHIP IN THE PAST DECADE HAS BEEN PARALLELED BY SIMILAR GROWTH IN THE QUALITY AND FLEXIBILITY OF SERVICES AND LEADERSHIP OFFERED THROUGH MANY VARIED PROJECTS AND PROGRAMS. NCTE DIVERSITY AND RESPONSIBILITY ARE INDICATED BY A DISCUSSION OF-(1) THE BROADENING INFLUENCE OF ITS NATIONAL CONVENTION, (2) THE FORMATION OF COMMITTEES AND COMMISSIONS INVOLVING A WIDE CROSS-SECTION OF MEMBERS IN THE ASSESSMENT OF ENGLISH TEACHING TODAY, AND THE ESTABLISHMENT OF THE NCTE ADVISORY COUNCIL TO REVIEW RECENT DEVELOPMENTS AND RECOMMEND APPROPRIATE ACTION, (3) THE CONTINUING EFFORT TO REFORM TEACHER EDUCATION AND TO IMPROVE TEACHING CONDITIONS AND CURRICULUM MATERIALS, (4) THE EXPANSION OF RESEARCH PROGRAMS, (5) THE RETRIEVAL, STORAGE, AND DISSEMINATION OF INFORMATION AND RESEARCH TO EDUCATORS, TEACHERS, AND RESEARCHERS, (6) THE EXPANSION OF THE PUBLICATIONS PROGRAM, (7) THE BROADENING OF STATE AND LOCAL SUPERVISORY AND CONSULTANT SERVICES, (8) CLOSER RELATIONSHIPS BETWEEN NCTE AND LOCAL ORGANIZATIONS, AFFILIATE AND SISTER ORGANIZATIONS, GENERAL AND ADMINISTRATIVE EDUCATIONAL GROUPS, AND THE UNITED STATES OFFICE OF EDUCATION, AND (9) CLOSER COOPERATION WITH ENGLISH TEACHERS IN GREAT BRITAIN AND WITH ENGLISH TEACHERS OF SPEAKERS OF OTHER LANGUAGES. (JB)

ED 015 184

TE 000 117

LUNDY, JACK T.

LITERARY CRITICISM AND THE TEACHING OF THE NOVEL.

KANSAS UNIV., LAWRENCE, SCH. OF EDUCATION

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *ENGLISH INSTRUCTION, *LITERARY CRITICISM, *LITERATURE, *NOVELS, A SEPARATE PEACE, LITERARY ANALYSIS, LITERATURE APPRECIATION, MYTHOLOGY, SYMBOLS (LITERARY), TEACHING METHODS.

CONTEMPORARY NOVELS CAN BE USED EFFECTIVELY BY TEACHERS IN THE CLASSROOM. JOHN KNOWLES' "A SEPARATE PEACE," FOR EXAMPLE, LENDS ITSELF TO DIFFERENT KINDS OF LITERARY CRITICISM. AN ARCHETYPAL INTERPRETATION OF KNOWLES' THEMATIC PURPOSE REVEALS THAT THE NOVEL IS BASED ON TWO MYTHS-THE INITIATION OF INNOCENCE INTO EXPERIENCE AND THE SACRIFICE OF THE PURE AND INNOCENT FOR THE WELFARE OF ANOTHER. TO STRENGTHEN THESE TWO MYTHIC THEMES, MOTIFS OCCUR THROUGHOUT THE NOVEL-FOR EXAMPLE, THE COLOR PINK SYMBOLIZES BOTH SACRIFICE AND INNOCENCE. THE FOUR SEASONS PROGRESS IN THE COURSE OF THE NOVEL FROM A SUMMER OF INNOCENCE TO A SPRING OF RENEWAL. THE WAR INTRODUCES THE IMPLICATION OF EVIL, AND THE QUALITY OF FEAR MAKES EVERY CHARACTER CORRUPTIBLE EXCEPT FINNY, WHO IS WITHOUT FEAR. FOCUSING ON THE MIND AND ART OF THE WRITER, A TRADITIONAL CRITICAL APPROACH INVOLVES A STUDY OF THE AUTHOR, OF THE PLOT STRUCTURE AND THEME OF THE LITERARY WORK, AND OF THE INTERACTION AND DIFFERENCES OF CHARACTERS. THIS ARTICLE, A REPORT OF A PANEL DISCUSSION HELD AT THE KANSAS ANNUAL CONFERENCE ON COMPOSITION AND LITERATURE IN HIGH SCHOOL AND COLLEGE, APPEARED IN "THE UNIVERSITY OF KANSAS BULLETIN OF EDUCATION," VOL. 21, NO. 3, MAY 1967. (JB)

ED 015 185

TE 000 118

PICHE, GENE L.

LET'S TEACH COMPOSITION-IMPRACTICALLY.

MINNESOTA COUNCIL OF TEACHERS OF ENGLISH

PUB DATE JAN 67

EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *COMPOSITION (LITERARY), *COMPOSITION SKILLS (LITERARY), *ENGLISH INSTRUCTION, *LANGUAGE, DIACHRONIC LINGUISTICS, ENGLISH, GRAMMAR, LINGUISTICS, LOGIC, PERCEPTION, RHETORIC, SEMANTICS, SOCIAL PSYCHOLOGY.

AS ENGLISH EMERGED AS A RELATIVELY IMPORTANT SCHOOL SUBJECT IN THE POST-CIVIL WAR ERA, IT ALSO UNDERWENT A DEBILITATION IN CONTENT, PARTICULARLY AS IT BECAME MORE AND MORE IDENTIFIED WITH WRITTEN COMPOSITION. BEHIND THIS DECLINE WAS THE IMPOSITION OF PRACTICALITY AS THE RATIONALE FOR THE EMPHASIS GIVEN ENGLISH, THAT IS, THE UTILITARIAN NECESSITY TO SHOW IMMEDIATELY MEASURABLE IMPROVEMENT IN STUDENTS' WRITING SKILLS, PARTICULARLY IN TERMS OF A NARROWLY DEFINED FORMAL CORRECTNESS. A MORE EFFECTIVE ALTERNATIVE MIGHT BE TO TAKE THE JUSTIFICATION OF THE LINGUIST THAT THE STUDY OF LANGUAGE IS HU-

MANE AND MORE IMPORTANT THAN ITS IMMEDIATE UTILITY IN IMPROVING SKILL-AND INSIST ON THE HUMAN MEANINGS OF THE PROBLEMS OF CHOICE AND ADDRESS THAT WE FACE AS WRITERS AND SPEAKERS. THUS, COMPOSITION MIGHT BECOME AN IMPORTANT PART OF A GENERAL AND SEQUENTIAL STUDY OF LANGUAGE WITH A BROADER PERSPECTIVE THAN NARROWLY DEFINED "IMPROVEMENT" CONCEPTS WHICH MIGHT THEN BECOME THE CORE OF A SEQUENTIAL CURRICULUM WOULD INCLUDE (1) LANGUAGE ORIGIN AND ACQUISITION, (2) THE INTERRELATIONSHIP OF CULTURE AND LANGUAGE, PARTICULARLY THE MANNER IN WHICH THE STRUCTURE OF LANGUAGE INFLUENCES OUR PERCEPTIONS OF THE WORLD, (3) "COMMUNICATION" AS A PROCESS VIEWED FROM THE PERSPECTIVES OF THE SEMANTICIST, PSYCHOLOGIST, SOCIAL PSYCHOLOGIST, AND LITERARY CRITIC, AND LEADING TO THE STUDY OF (4) PROSE STYLE, WITH A SELF-AWARENESS, ON THE STUDENTS' PART, OF LANGUAGE AND THE RANGE OF BOTH CHOICE AND CONSEQUENCE IN USING IT. THIS ARTICLE APPEARED IN "MINNESOTA ENGLISH," VOL. 3, NO. 1, JANUARY 1967. (DL)

ED 015 186

TE 000 119

HOOK, J.N.

ENGLISH LANGUAGE PROGRAMS FOR THE SEVENTIES.

MINNESOTA COUNCIL OF TEACHERS OF ENGLISH

PUB DATE JAN 67

EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *ENGLISH INSTRUCTION, *PREDICTION, *TEACHING METHODS, AUDIOLINGUAL METHODS, AUDIOVISUAL AIDS, COMPUTER ASSISTED INSTRUCTION, DIACHRONIC LINGUISTICS, DIALECTS, ENGLISH, GRAMMAR, LANGUAGE USAGE, LEXICOLOGY, NONGRADED SYSTEM, PROGRAMED INSTRUCTION, RHETORIC, TEAM TEACHING.

IT IS NOW THE YEAR 1976, AND CHANGE IN OUR ENGLISH LANGUAGE TEACHING HAS BEEN AFFECTED BY A MODERN AMERICAN REVOLUTION. AS ENGLISH BECOMES MORE UNIVERSAL, SO DOES THE ORAL-AURAL METHOD OF TEACHING IT. IN UNITED STATES CLASSROOMS, CHILDREN PRACTICE ORALLY THOSE PATTERNS THEY NEED, EXPERIMENT WITH WORD ORDER, AND GAIN A KNOWLEDGE OF SENTENCE STRUCTURE. USAGE IS APPROACHED LARGELY THROUGH ORAL PRACTICE, WITH ATTENTION GIVEN TO THE UNDERSTANDING OF DIALECTS WHICH DIFFER ACCORDING TO THE GEOGRAPHY, TIME, PRESTIGE, AND ETIQUETTE OF THE SITUATION. THE STUDY OF GRAMMAR IS A BLEND OF TRADITIONAL, STRUCTURAL, AND TRANSFORMATIONAL. THE HISTORY OF ENGLISH LANGUAGE AND LEXICOLOGY (ALL FACETS OF THE STUDY OF WORDS) ARE IMPORTANT PARTS OF LANGUAGE INSTRUCTION. RHETORIC TEACHING EMPHASIZES THE COMBINATION OF INDEPENDENT ELEMENTS, SUBORDINATION, COMPACTNESS OF EXPRESSION, AND THE IMPORTANCE OF MODIFIERS. CLASSROOM METHODS STRESS ATTENTION TO THE INDIVIDUAL AND WIDE BUT SELECTIVE USE OF PROGRAMED MATERIALS. THE MEDIA SPECIALIST HELPS THE TEACHER MAKE EFFECTIVE USE OF A WIDE VARIETY OF AUDIO-VISUAL AND REFERENCE AIDS. OTHER INSTRUCTIONAL INNOVA-

TIONS ARE COMPUTER-CONTROLLED LEARNING ROOMS, TEAM-TEACHING, AND THE NON-GRADED PLAN. CONSEQUENTLY, THIS AFFIRMATIVE PROGRAM, ENGAGING STUDENTS IN CONSTRUCTIVE TASKS, HELPS US TO USE ENGLISH MORE EFFECTIVELY AND INCREASES WORLD UNDERSTANDING. THIS ARTICLE APPEARED IN "MINNESOTA ENGLISH," VOL. 3, NO. 1, JANUARY 1967. (MM)

ED 015 187 TE 000 120

BISHOP, TOM
WHERE ARE MISSOURI ENGLISH PROGRAMS.

MISSOURI ASSN. OF TEACHERS OF ENGLISH

PUB DATE JAN 67

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *CURRICULUM EVALUATION, *EDUCATIONAL OBJECTIVES, *ENGLISH INSTRUCTION, *LANGUAGE ARTS, CURRICULUM GUIDES, ENGLISH CURRICULUM, MISSOURI, PROGRAM CONTENT, SECONDARY SCHOOLS.

THE EXTENT TO WHICH MISSOURI LANGUAGE ARTS PROGRAMS INCORPORATE THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE) GUIDELINES, HOW MISSOURI COMPARES WITH OTHER STATES IN REGARD TO PRESENT CONCEPTS OF LANGUAGE ARTS PROGRAMS, AND HOW THE LANGUAGE ARTS ARE APPROACHED AND TAUGHT IN MISSOURI WERE THE CONCERNS OF THIS STUDY. SELECTED MISSOURI SCHOOLS REPRESENTED VARIOUS GEOGRAPHICAL LOCATIONS AND SIZES OF SCHOOL SYSTEMS. THE MISSOURI STATE CURRICULUM GUIDE AND GUIDES FROM SEVEN MISSOURI SCHOOLS AND SEVEN OUT-OF-STATE SCHOOLS RECOGNIZED BY NCTE AS HAVING OUTSTANDING PROGRAMS WERE COMPARED. ALTHOUGH MOST OF THESE GUIDES LACKED A FORMAL PRESENTATION OF PROGRAM GOALS, SEVERAL MISSOURI GUIDES DID INCORPORATE THE GENERAL NCTE GOALS FOR LANGUAGE ARTS PROGRAMS. THE CONTENT OF ALL GUIDES EXAMINED WAS SIMILAR IN THAT (1) ONE PARTICULAR LITERATURE ANTHOLOGY WAS WIDELY UTILIZED, (2) MOST PROGRAMS DID NOT FULLY INCORPORATE THE INDUCTIVE APPROACH TO LANGUAGE STUDY, AND (3) ALL BUT ONE PROGRAM USED A DESCRIPTIVE APPROACH TO GRAMMAR STUDY. EVALUATION OF MISSOURI LANGUAGE ARTS PROGRAMS INDICATED AN ABSENCE OF EMPHASIS UPON INDIVIDUAL AND SUPPLEMENTARY READING, AND, APPARENTLY, A DISREGARD OF NCTE RECOMMENDATIONS REGARDING STUDENT READINESS AS A CRITERION FOR THE SELECTION OF CERTAIN LITERARY WORKS. THIS ARTICLE APPEARED IN "MISSOURI ENGLISH BULLETIN," VOL. 24, NO. 1, JANUARY 1967. (RD)

ED 015 188 TE 000 121

SHIELDS, MILDRED B.

GRASS ROOTS CURRICULUM IMPROVEMENT.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *CURRICULUM EVALUATION, *CURRICULUM PLANNING, *ENGLISH INSTRUCTION, *GUIDELINES, *LANGUAGE ARTS, ELEMENTARY EDUCATION, ENGLISH CURRICULUM, SECONDARY EDUCATION, SEQUENTIAL PRO-

GRAMS, SUMMER WORKSHOPS.

THE EXPRESSED DESIRE OF NEWARK LANGUAGE ARTS TEACHERS FOR PERSONAL INVOLVEMENT IN CURRICULUM ASSESSMENT AND SHAPING LED TO THE FRAMING OF A QUESTIONNAIRE TO GIVE TEACHERS A MEANS OF EVALUATING LANGUAGE ARTS PROGRAMS AND OF SUGGESTING IMPROVEMENTS. AN ANALYSIS OF THEIR RESPONSES IDENTIFIED "CLEARLY EMERGING NEEDS" FOR-(1) A SOUND PHILOSOPHY ON WHICH TO BASE THE CONTENT OF LANGUAGE ARTS PROGRAMS, (2) EXPRESSLY-STATED SEQUENTIAL MINIMUM EXPECTANCIES, (3) CAREFULLY CONSIDERED INNOVATIVE PROCEDURES, (4) A PROGRAM OF DEVELOPMENTAL COMPOSITION, (5) SOME PROCEDURE FOR CONTINUING PROGRAM ASSESSMENT AND A SYSTEM OF INTRADISTRICT COMMUNICATION, AND (6) RECOMMENDATIONS FOR IN-SERVICE TRAINING, TEACHING AIDS, AND INSTRUCTIONAL MATERIALS. THESE NEEDS BECAME THE FOCUS OF A SUMMER WORKSHOP IN WHICH 16 ELEMENTARY AND SECONDARY TEACHERS AND FIVE PRINCIPAL-ADVISERS DEVELOPED GUIDELINES OF MINIMUM EXPECTANCIES FOR A SEQUENTIAL LANGUAGE ARTS PROGRAM, GRADES 1-12, BASED UPON A STATE PHILOSOPHY, A CONSIDERATION OF SOCIETAL EFFECTS ON THE ENGLISH CURRICULUM, AND NEW TRENDS IN THE DISCIPLINE. THIRTY RECOMMENDATIONS FOR IMPLEMENTING THESE GUIDELINES INCLUDED ESTABLISHMENT OF A PERMANENT DISTRICT LANGUAGE ARTS COMMITTEE, PROVISION FOR SPECIAL TEACHER WORKDAYS, AND A YEAR-END ASSESSMENT BY TEACHERS OF THEIR UTILIZATION OF THE GUIDELINES. (SEE ALSO TE 000 140.) THIS ARTICLE APPEARED IN "DELAWARE ENGLISH JOURNAL," VOL. 2, NO. 1, SPRING 1967. (RD)

ED 015 189 TE 000 122

NORTHROP, MARGERY V.

INDIVIDUALIZED LANGUAGE ARTS, WHY NOT.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *ELEMENTARY GRADES, *ENGLISH INSTRUCTION, *INDIVIDUAL INSTRUCTION, *INDIVIDUALIZED CURRICULUM, *LANGUAGE ARTS, COMMUNICATION SKILLS, DELAWARE, INDEPENDENT STUDY, INDIVIDUALIZED READING, NEWARK SPECIAL SCHOOL DISTRICT, SPELLING, WRITING.

THE LANGUAGE ARTS PROGRAM IN AN ELEMENTARY SCHOOL CLASSROOM CAN BE INDIVIDUALIZED BY ANY TEACHER WHOSE PUPILS HAVE ACQUIRED CERTAIN BASIC SKILLS IN READING AND WRITING. WORKING WITHIN ONE LARGE BLOCK OF TIME DAILY, THE LANGUAGE ARTS TEACHER FIRST ENSURES THE PROVISION OF WORTHWHILE INDEPENDENT ACTIVITIES WHICH WILL STIMULATE THE CHILDREN'S INTEREST AND FREE HIM TO GIVE INDIVIDUAL AND SMALL GROUP INSTRUCTION. THE CHILDREN THEN ACCOMPLISH SPELLING, COMPOSITION, AND SIMILARLY-RELATED ASSIGNMENTS AT THEIR OWN RATES AND LEVELS. THROUGH INDIVIDUAL CONFERENCES WITH STUDENTS, THE TEACHER FORMS FLUID GROUPS OF STUDENTS WITH SIMILAR DEFICIENCIES AND TEACHES ACCORDINGLY, DISBANDING THE GROUPS WHEN THE SKILLS ARE ATT-

AINED. IN THE INDIVIDUALIZED READING PROGRAM, CHILDREN SELECT THEIR OWN BOOKS, READ AT THEIR OWN PACE, KEEP THEIR OWN RECORDS, AND SHARE THEIR READING WITH CLASSMATES THROUGH A VARIETY OF ACTIVITIES. THESE SHARING ACTIVITIES LEAD INTO INDIVIDUALIZING A BALANCED PROGRAM OF ORAL AND WRITING SKILLS FOR BOTH PRACTICAL AND PERSONAL NEEDS. THIS ARTICLE APPEARED IN "DELAWARE ENGLISH JOURNAL," VOL. 2, NO. 1, SPRING, 1967. (MM)

ED 015 190 TE 000 130

BLAKE, ROBERT W.

THE EFFECT OF SPECIAL INSTRUCTION ON THE ABILITY OF SEVENTH- AND EIGHTH-GRADE PUPILS TO WRITE COMPOSITION AND UNDERSTAND POETRY AND SHORT FICTION. FINAL REPORT.

STATE UNIV. OF N.Y., BROCKPORT, COLL.

AT BROCKPORT

REPORT NUMBER CRP-S-312

REPORT NUMBER BR-5-8047

PUB DATE JUN 66

GRANT OEG-5-10-437

EDRS PRICE MF-\$0.75 HC-\$7.88 195P.

DESCRIPTORS *COMPOSITION (LITERARY), *ENGLISH INSTRUCTION, *STRUCTURAL GRAMMAR, *TRADITIONAL GRAMMAR, *TRANSFORMATION GENERATIVE GRAMMAR, GRADE 7, GRAMMAR, LINGUISTICS, SENTENCE STRUCTURE.

BECAUSE OF LIMITATIONS DURING THE ACTUAL STUDY, THIS PROJECT WAS DELIMITED TO THE STUDY OF THE EFFECTIVENESS OF USING MATERIALS ADAPTED FROM STRUCTURAL AND GENERATIVE GRAMMARS UPON THE ABILITY OF SEVENTH-GRADE STUDENTS TO WRITE MORE MATURE COMPOSITIONS. FORTY-THREE STUDENTS WERE GIVEN EXPERIMENTAL LINGUISTICALLY-ORIENTED MATERIALS DESIGNED TO TEACH THEM TO ANALYZE ENGLISH SENTENCES BY A STRUCTURAL GRAMMAR APPROACH AND TO CREATE AND COMBINE NEW SENTENCES BY A GENERATIVE-TRANSFORMATIONAL APPROACH. FIFTY STUDENTS IN THE CONTROL GROUP WERE GIVEN TRADITIONAL ENGLISH GRAMMAR INSTRUCTION. AS PRE- AND POST-TESTS OF WRITING MATURITY, ALL STUDENTS TOOK THE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP) WRITING TEST AND WROTE SAMPLE COMPOSITIONS WHICH WERE APPRAISED BY EMPLOYING THE T-UNIT LENGTH. THE RESULTS INDICATED THAT BOTH GROUPS MADE SIGNIFICANT GAINS IN ACHIEVEMENT DURING THE STUDY AND THAT, ALTHOUGH THE LINGUISTIC GROUP MADE SIGNIFICANTLY HIGHER SCORES ON THE POST-TEST, THE DIFFERENCES IN THE GAIN BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS WAS NOT STATISTICALLY SIGNIFICANT. THEREFORE, NO SIGNIFICANT DIFFERENCE IN STUDENT ABILITY TO WRITE COMPOSITIONS WAS SEEN BETWEEN STUDENTS WHO HAD MATERIALS BASED UPON STRUCTURAL AND GENERATIVE GRAMMARS AND STUDENTS WHO HAD TRADITIONAL LATINATE GRAMMAR INSTRUCTION. IT IS FELT, HOWEVER, THAT ANOTHER STUDY, WITH THE SAME THEORETICAL BASIS AND WITH MORE CAREFUL CONTROL OF SOME FACTORS, WOULD SHOW A SIGNIFICANT POSITIVE CORRELATION. (AN APPENDIX CONTAINS THE INSTRUCTIONAL MATERIAL AND EXERCISES GIVEN TO STUDENTS IN THE EXPERIMENTAL LINGUISTICALLY-ORIENTED GROUP.) (AUTHOR/DL)

ED 015 191

TE 000 142

HOUP, GARY L.

IMPROVING ENGLISH INSTRUCTION IN THE PUBLIC SCHOOL THROUGH TITLE III, NDEA. PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *EDUCATIONAL EQUIPMENT, *ENGLISH INSTRUCTION, *FEDERAL AID, *FEDERAL PROGRAMS, *INSTRUCTIONAL MATERIALS, INSERVICE EDUCATION, INSTRUCTIONAL AIDS, INSTRUCTIONAL IMPROVEMENT, INSTRUCTIONAL MEDIA, NATIONAL DEFENSE EDUCATION ACT, TITLE III.

THE MAJOR PROGRAMS AUTHORIZED BY TITLE III, NATIONAL DEFENSE EDUCATION ACT (NDEA), TO STRENGTHEN INSTRUCTION IN PUBLIC SCHOOLS ARE (1) THE ACQUISITION OF LABORATORY AND OTHER SPECIAL MATERIALS AND EQUIPMENT, AND (2) THE PROVISION OF STATE SUPERVISORY AND RELATED SERVICES TO IMPROVE THE TEACHING OF ENGLISH, READING, HISTORY, CIVICS, GEOGRAPHY, SCIENCE, MATHEMATICS, AND MODERN FOREIGN LANGUAGES. ACCORDINGLY, THE DELAWARE STATE DEPARTMENT OF PUBLIC INSTRUCTION HAS PUBLISHED "STANDARDS FOR EQUIPMENT AND MATERIALS IN ENGLISH," A GUIDE FOR USE BY LOCAL SCHOOL DISTRICTS IN SELECTING AND PREPARING PROPOSALS FOR TITLE III PROJECTS. ELIGIBILITY OF MATERIALS IS DETERMINED PRIMARILY BY THEIR INTENDED USE AND DIRECT BEARING UPON PROGRAM STRENGTHENING AND IMPROVEMENT. WORKSHOPS AND OTHER IN-SERVICE TRAINING PROGRAMS WHICH PREPARE TEACHERS TO USE NEW EQUIPMENT AND MATERIALS AND WHICH FAMILIARIZE THEM WITH NEW TEACHING PROCEDURES MAY RECEIVE NDEA SUPPORT, PERMITTING THE UTILIZATION OF SERVICES OF RESEARCH CONSULTANTS, AUDIOVISUAL MEDIA SPECIALISTS, SCHOOL LIBRARY SUPERVISORS, AND STATE SUPERVISORS. RESEARCH AND DEMONSTRATION PROJECTS TO EVALUATE RESEARCH FINDINGS ARE ALSO ENCOURAGED UNDER TITLE III. REPORTS ON RESULTS OF NDEA PROVISIONS INDICATE IMPROVED CLASSROOM SITUATIONS, IMPROVED TEACHERS, AND IMPROVED CURRICULA. THIS ARTICLE APPEARED IN "DELAWARE ENGLISH JOURNAL," VOL. 2, NO. 1, SPRING 1967. (RD)

ED 015 192

TE 000 149

BERMAN, LOUISE M.

THE HUMANITIES AND THE CURRICULUM. ASSOCIATION FOR SUPERVISION AND CURRICULUM DEV.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CURRICULUM, *ENGLISH INSTRUCTION, *HUMANITIES, AUDIOVISUAL AIDS, ENGLISH CURRICULUM, ETHICAL VALUES, FINE ARTS, LANGUAGE, LANGUAGES, LITERATURE, PHILOSOPHY, SCIENCES, SOCIAL STUDIES, VOCATIONAL EDUCATION.

THIS BOOKLET CONTAINS THE MAJOR ADDRESSES DELIVERED AT THE DECEMBER 1965 CONFERENCE SPONSORED BY THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT OF THE NATIONAL EDUCATION ASSOCIATION. THE PLACE OF THE FINE ARTS, LANGUAGE, LITERATURE, FOREIGN LANGUAGES, AND PHILOSOPHY WITHIN THE HUMANITIES AND THE RELATIONSHIP OF SOCIAL STUDIES, SCIENCE, AND

VOCATIONAL EDUCATION TO THE HUMANITIES IS CONSIDERED. ONE ADDRESS, "THE POTENTIAL OF THE HUMANITIES AND THE CHALLENGE TO THE SCHOOLS," AND TWO CHAPTERS BY THE EDITOR, "THE HUMANITIES-THE PRESENT SCIENCE AND THE POTENTIAL" AND "TOWARD A SHARPER FOCUS ON THE HUMANITIES," PRESENT BROAD ANALYSES OF THE HUMANITIES. THE USE OF AUDIOVISUAL AIDS IN TEACHING THE HUMANITIES IS ALSO DISCUSSED. SOURCES OF ADDITIONAL INFORMATION REGARDING CURRENT DEVELOPMENTS WITHIN THE HUMANITIES ARE SUGGESTED, AND A BIBLIOGRAPHY OF RECENT ARTICLES IS APPENDED. AUTHORS OF CONFERENCE ADDRESSES ARE EDWARD D. ALLEN, PAUL E. BLACKWOOD, MARGUERITE V. HOOD, LELAND B. JACOBS, EARL S. JOHNSON, JAMES A. JORDAN, JR., GERALD B. LEIGHBODY, PHILIP LEWIS, JOHN U. MICHAELIS, AND JAMES R. SQUIRE. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILL. 61820, STOCK NO. 36614, \$2.00. (RD)

ED 015 193

TE 000 150

MARCKWARDT, ALBERT H.

LITERATURE IN HUMANITIES PROGRAMS. NATIONAL COUNCIL OF TEACHERS OF ENG. CHAMPAIGN, ILL

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ELEMENTARY GRADES, *ENGLISH INSTRUCTION, *HUMANITIES INSTRUCTION, *INTEGRATED CURRICULUM, *SECONDARY GRADES, CLASSICS, COMPOSITION (LITERARY), CULTURAL AWARENESS, FINE ARTS, HISTORY, INTELLECTUAL DEVELOPMENT, LANGUAGE, LITERATURE, NATIONAL COUNCIL OF TEACHERS OF ENGLISH, PROGRAM IMPROVEMENT.

THE 1966 NATIONAL COUNCIL OF TEACHERS OF ENGLISH HUMANITIES CONFERENCE CONSIDERED THE PLACE OF THE HUMANITIES IN ELEMENTARY AND SECONDARY EDUCATION AND THE POSSIBLE FOCUS, CONTENT, AND METHODS FOR PRESENTING HUMANITIES PROGRAMS. IN THIS COLLECTION OF PAPERS GIVEN AT THE CONFERENCE, LEADERS IN VARIOUS DISCIPLINES SUGGEST THE SCOPE AND MAGNITUDE OF HUMAN STUDIES BY EXPLORING-(1) THE PROBLEMS AND POSSIBILITIES OF LITERATURE, COMPOSITION, AND LANGUAGE IN HUMANITIES PROGRAMS, (2) THE DIFFICULTIES OF TEACHING THE CLASSICS IN TRANSLATION, (3) THE WORK OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES AND ITS EFFECT ON THE CLASSROOM, AND (4) THE NEED FOR A SPECIAL KIND OF HUMANISTIC EDUCATION IN THE ELEMENTARY GRADES. OTHER PAPERS PRESENT OBSERVATIONS AND RECOMMENDATIONS TO CLARIFY THE ROLES OF THE ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOLS IN CREATING SIGNIFICANT HUMANITIES PROGRAMS. THE FINAL PAPER EXAMINES THE IMPLICATIONS OF A HUMANITIES CONFERENCE AND THE IMPORTANCE OF UNDERSTANDING HUMAN EXPERIENCE IN TODAY'S WORLD. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILL. 61820, STOCK NO. 37105, \$1.50. (JB)

ED 015 194

TE 000 151

SIMMONS, PARIS B.

CHILDREN CAN BE TAUGHT TO SPELL. CALIFORNIA TEACHERS ASSN.

PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.20 3P.

DESCRIPTORS *ENGLISH INSTRUCTION, *GRADE 6, *GRADE 7, *GRADE 8, *SPELLING INSTRUCTION, ABILITY GROUPING, BENJAMIN FRANKLIN INTERMEDIATE SCHOOL, CALIFORNIA, DALY CITY, LISTENING SKILLS, PHONETIC ANALYSIS, WORD LISTS.

RESEARCH WITH STUDENTS IN GRADES 6, 7, AND 8 DEMONSTRATED THAT CHILDREN CAN BE TAUGHT TO SPELL IF-(1) EACH CHILD USES A SPELLING PROGRAM GEARED TO HIS OWN LEARNING LEVEL, DEVELOPS HIS OWN SYSTEM OF LEARNING TO SPELL, WORKS ON WORDS NOT YET MASTERED, AND REALIZES CONTINUING SUCCESS, AND (2) THE TEACHING METHOD DEVELOPS THE PUPIL'S LISTENING SKILLS, REACHES INTO ALL CURRICULAR AREAS, AND CHALLENGES THE STUDENT EDUCATIONALLY. ALL STUDENTS IN THE EXPERIMENT USED THE SAME BASIC WORD LIST. CHILDREN WITH LEARNING DIFFICULTY AND AVERAGE-ABILITY STUDENTS ATTEMPTED TO MASTER FROM FIVE TO 26 WORDS EACH WEEK, WHEREAS ACCELERATED STUDENTS RECEIVED 36 WORDS. NEW WORDS WERE PRONOUNCED EACH MONDAY, AND STUDENTS STUDIED THEIR SPELLING, DEFINITIONS, AND USAGE UNTIL THE FOLLOWING FRIDAY. THOSE MAKING ERRORS ON FRIDAY'S TEST PREPARED AN ANALYSIS SHEET FOR EACH ERROR AND TOOK A CHECK TEST THE NEXT WEDNESDAY OVER THOSE ERRORS. STUDENTS TAUGHT BY THIS METHOD AVERAGED FEWER SPELLING ERRORS ON WORD LISTS AND IN THEMES THAN DID STUDENTS IN THE CONTROL GROUP. THIS ARTICLE APPEARED IN "CALIFORNIA TEACHERS ASSOCIATION JOURNAL," VOL. 63, NO. 2, MARCH 1967. (RD)

ED 015 195

TE 000 164

STRYKER, DAVID

METHOD IN THE TEACHING OF ENGLISH. NATIONAL COUNCIL OF TEACHERS OF ENG. CHAMPAIGN, ILL

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ENGLISH INSTRUCTION, *METHODS COURSES, *PRESERVICE EDUCATION, *TEACHER EDUCATION CURRICULUM, *TEACHING METHODS, COLLEGE CURRICULUM, COLLEGE SUPERVISORS, COOPERATING TEACHERS, CURRICULUM EVALUATION, ENGLISH CURRICULUM, INSERVICE TEACHER EDUCATION, LEARNING THEORIES, NATIONAL COMPETENCY TESTS, NCTE, SECONDARY GRADES, STUDENT TEACHING, TEACHER IMPROVEMENT.

METHODS FOR THE EFFECTIVE TEACHING OF ENGLISH ARE EXAMINED IN 10 SELECTED PAPERS FROM THE FIFTH CONFERENCE ON ENGLISH EDUCATION HELD AT THE UNIVERSITY OF GEORGIA IN 1967. FIVE OF THE PAPERS CONSIDER THE NECESSITY OF COLLEGE ENGLISH METHODS COURSES AND PROPOSE REVISIONS IN THEM. THE OTHER PAPERS DISCUSS-(1) INNOVATIONS IN CLINICAL EXPERIENCES FOR THE STUDENT TEACHER, (2) RESTRUCTURING OF THE UNIVERSITY CURRICULA BASED ON NEW KNOWLEDGE AND ENGLISH MATERIALS, (3) WHAT LITERATURE TO TEACH AND WHY, (4) THE

RATIONALE OF THE NATIONAL TESTING PROGRAM AND ITS METHODS OF ASSESSING GROWTH IN ENGLISH, AND (5) THE USE OF EXAMPLES OF EFFECTIVE ENGLISH TEACHING TO DEVELOP A POSSIBLE CANON OF CONCRETE PRACTICES. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILL. 61820, STOCK NO. 19303, \$1.75 (JB)

ED 015 196 TE 000 167

JONES, HAZEL J. WINN, N. FIELD
ENGLISH COMPOSITION-A COLLEGE PROBLEM. A STUDY OF THE COLLEGE PREPARATION OF PROSPECTIVE TEACHERS OF SECONDARY SCHOOL ENGLISH.

WESTERN COLL. ASSN., OAKLAND, CALIF.
PUB DATE 67

EDRS PRICE MF-00.25 HC-01.36 32P.

DESCRIPTORS *COMPOSITION (LITERARY), *CURRICULUM EVALUATION, *ENGLISH EDUCATION, *ENGLISH INSTRUCTION, *TEACHER EDUCATION CURRICULUM, PRESERVICE EDUCATION, RHETORIC.

CALIFORNIA PROGRAMS TO TRAIN PROSPECTIVE SECONDARY TEACHERS OF ENGLISH COMPOSITION WERE STUDIED THROUGH AN EXAMINATION OF COURSE OFFERINGS IN COLLEGE CATALOGS AND INTERVIEWS WITH COLLEGE ADMINISTRATORS AND FACULTY MEMBERS. PURPOSES OF THE SURVEY WERE TO DESCRIBE CURRENT PRACTICES IN PREPARING COMPOSITION TEACHERS, TO IDENTIFY APPARENTLY EFFECTIVE TRAINING PRACTICES, AND TO COLLECT COLLEGE INSTRUCTORS' OPINIONS ABOUT THE IDEAL PREPARATION PROGRAMS. AN ENGLISH MAJOR'S COURSE WORK WAS DISCOVERED TO LIE 85-95 PERCENT IN LITERATURE AND ONLY 2-10 PERCENT IN WRITING. MOST PROGRAMS REQUIRED A YEAR'S WORK IN A FRESHMAN ENGLISH COURSE CONSISTING OF LITERATURE AND COMPOSITION AND STRESSING EXPOSITORY WRITING. FEW COLLEGE INSTRUCTORS WHO HAD SPECIAL PREPARATION FOR TEACHING WRITING COURSES OF ANY KIND WERE FOUND. MOST COLLEGE INSTRUCTORS SUPPORTED EARLY AND CLOSE CONTACTS WITH HIGH SCHOOL COMPOSITION PROGRAMS, AND WHERE COLLEGE ENGLISH DEPARTMENTS PARTICIPATED IN TEACHER PREPARATION AND EMPLOYED SPECIALISTS TO TEACH ACADEMIC AND METHODS COURSES, PROGRAMS WERE MORE SUCCESSFUL. THE CONCLUSION IS THAT COURSES IN FRESHMAN ENGLISH, ADVANCED COMPOSITION, AND METHODS IN TEACHING ENGLISH, WHEN ADEQUATELY PRESENTED AND SUPERVISED, PROVIDE SUFFICIENT PREPARATION FOR SECONDARY SCHOOL TEACHERS OF ENGLISH COMPOSITION. (RD)

ED 015 197 TE 000 168

GALE, IRMA FRANCES
AN EXPERIMENTAL STUDY OF TWO FIFTH-GRADE LANGUAGE-ARTS PROGRAMS, AN ANALYSIS OF THE WRITING OF CHILDREN TAUGHT LINGUISTIC GRAMMARS COMPARED TO THOSE TAUGHT TRADITIONAL GRAMMAR.

PUB DATE AUG 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMPOSITION (LITERARY), *ENGLISH INSTRUCTION, *STRUCTURAL GRAMMAR, *TRADITIONAL GRAM-

MAR, *TRANSFORMATION GENERATIVE GRAMMAR, BALL STATE UNIVERSITY, GRADE 5, GRAMMAR, LANGUAGE ARTS, LINGUISTICS, SENTENCE STRUCTURE, SYNTAX.

THE PURPOSE OF THIS STUDY WAS TO COMPARE THE COMPLEXITY OF WRITTEN COMPOSITIONS OF FIFTH-GRADE STUDENTS IN A LINGUISTICALLY-ORIENTED LANGUAGE ARTS PROGRAM WITH THE COMPLEXITY OF THE WRITTEN COMPOSITIONS OF STUDENTS WHO WERE TAUGHT TRADITIONAL GRAMMAR. AN EXPERIMENTAL GROUP AND A CONTROL GROUP WERE EACH COMPOSED OF 32 STUDENTS AND WERE EQUALIZED ACCORDING TO SEX AND THE RESULTS OF THE LANGUAGE SUBTEST OF THE STANFORD ACHIEVEMENT TEST. TEACHERS WERE SIMILAR TO EACH OTHER IN AGE, TRAINING, EXPERIENCE, AND EDUCATIONAL PHILOSOPHY. STUDENTS WROTE TWO 1000-WORD COMPOSITION SAMPLES, ONE DURING THE FIRST MONTH OF THE STUDY, THE OTHER IN ITS NINTH MONTH. EACH SAMPLE WAS ANALYZED BY T-UNITS TO DETERMINE CHANGES IN COMPLEXITY. RESULTS OF THIS ANALYSIS INDICATE THAT FIFTH-GRADE STUDENTS CAN UNDERSTAND THE CONCEPTS OF STRUCTURAL AND GENERATIVE GRAMMARS RELATIVELY EASILY, AND THAT SUCH KNOWLEDGE CAN ENABLE THEM TO PRODUCE LONGER SYNTACTIC STRUCTURES OF GREATER COMPLEXITY AND TO USE A WIDER VARIETY OF TRANSFORMATIONAL OPERATIONS THAN STUDENTS TAUGHT TRADITIONAL GRAMMAR. THUS, A CAREFULLY PLANNED AND EFFICIENTLY TAUGHT LINGUISTICALLY-ORIENTED LANGUAGE ARTS PROGRAM FOR THE UPPER ELEMENTARY GRADES MIGHT ACCELERATE THE RATHER UNIMPRESSIVE PROGRESS THAT HAS BEEN MADE BY TRADITIONALLY-ORIENTED GRAMMATICAL APPROACHES TOWARD IMPROVING STUDENTS' CONTROL OF SYNTAX. THIS DISSERTATION IS AVAILABLE ON UNIVERSITY MICROFILMS, ANN ARBOR, MICHIGAN. (DL)

ED 015 198 24 TE 000 169

ROSS, RAYMONDS. AND OTHERS
SPEECH FRIGHT PROBLEMS OF GRADE SCHOOL STUDENTS.

WAYNE STATE UNIV., DETROIT, MICH.

REPORT NUMBER CRP-S-936-63

REPORT NUMBER BR-5-8052-2

PUB DATE SEP 66

EDRS PRICE MF-00.25 HC-00.96 22P.

DESCRIPTORS *ANXIETY, *ORAL COMMUNICATION, *SPEECH HABITS, *TEACHER ATTITUDES, *TEST CONSTRUCTION, COMPARATIVE TESTING, DETROIT, DIRECT QUESTIONING (CAR TEST), ELEMENTARY SCHOOL STUDENTS, ENVIRONMENTAL INFLUENCES, INDIRECT QUESTIONING (PUPPET TEST), OBSERVATION, ROSS TEST, SALLY TEST, SPEECH, SPEECH EVALUATION, STUDENT REACTION, TEST VALIDITY.

PRE-PILOT AND PILOT STUDIES WERE UNDERTAKEN TO SURVEY ANXIETY LEVELS IN THE SPEECH BEHAVIOR OF 45 ELEMENTARY SCHOOL CHILDREN. DURING THE PRE-PILOT STUDY, FOUR TESTS DESIGNED TO REVEAL THE STUDENTS' CONSCIOUS ANXIETY WERE DEVELOPED AND REGULARIZED. A QUESTIONNAIRE CONCERNING THE ATTITUDES OF TEACHERS TOWARD STUDENTS SPEECH ANXIETY INDICATED GENERALLY THAT UPPER ELEMENTARY GRADE TEACHERS

WERE AWARE OF THE PHENOMENON AND DISCUSSED IT WITH THEIR STUDENTS, WHEREAS LOWER ELEMENTARY GRADE TEACHERS GENERALLY WERE NOT AWARE OF ANY HIGH DEGREE OF SPEECH ANXIETY, DID NOT DEAL DIRECTLY WITH IT, AND DID NOT FEEL THE NEED TO DO SO. DURING THE PILOT STUDY, BOTH THE TRAINED OBSERVERS AND THE TESTS IDENTIFIED EVIDENCE OF SPEECH FRIGHT. HOWEVER, THE OBSERVERS IDENTIFIED MORE ANXIETY THAN THE TESTS, THE TESTS HAD A LOWER PREDICTIVE VALIDITY THAN THE OBSERVATIONS, AND NEITHER METHOD SHOWED A SIGNIFICANT CORRELATION BETWEEN SPEECH FRIGHT AND SPEECH ABILITY. IT WAS ALSO DISCOVERED THAT, IN GRADES 3-4, CHILDREN FROM LOWER ECONOMIC ENVIRONMENTS DEMONSTRATED SIGNIFICANTLY MORE SPEECH FRIGHT THAN THOSE FROM HIGHER ECONOMIC ENVIRONMENTS. (SEE ED 010 610 FOR THE REPORT OF THE MAIN STUDY RESULTING FROM THESE PILOT STUDIES.) (RD)

ED 015 199 24 TE 000 172

BROWN, MARSHALL L. AND OTHERS
TWO APPROACHES TO TEACHING SYNTAX. INDIANA UNIVERSITY ENGLISH CURRICULUM STUDY SERIES.

REPORT NUMBER BR-5-0677-3

PUB DATE 67

CONTRACT OEC-4-10-042

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ENGLISH INSTRUCTION, *INDUCTIVE METHODS, *SYNTAX, *TRANSFORMATION GENERATIVE GRAMMAR, AVERAGE STUDENTS, CAPITALIZATION, GRAMMAR, LANGUAGE USAGE, PUNCTUATION, SECONDARY EDUCATION, SEMANTICS, SLOW LEARNERS, SPELLING, TALENTED STUDENTS.

TWO TRANSFORMATIONAL-GENERATIVE APPROACHES TO TEACHING SYNTAX IN JUNIOR AND SENIOR HIGH SCHOOLS ARE PRESENTED. ONE IS FOR USE WITH AVERAGE AND TALENTED STUDENTS IN GRADES 7-9, AND THE OTHER IS FOR SLOW-LEARNING STUDENTS IN GRADES 7-11. A DISCUSSION OF THE FIRST APPROACH IS DIVIDED BY GRADE LEVEL AND INCLUDES AN EXAMINATION OF BASIC SENTENCE PATTERNS, AN EXPLANATION OF THE DISTINCTION BETWEEN FORM AND STRUCTURE WORDS, RULES FOR SENTENCE TRANSFORMATION, AND NUMEROUS EXERCISES. THE PRESENTATION OF THE APPROACH TO TEACHING SYNTAX TO SLOW-LEARNERS PROVIDES AN EXPLANATION OF THE USE OF STUDENT-CONSTRUCTED SENTENCES AND POINTS OUT THE TEACHER'S CONCERN WITH PUNCTUATION, CAPITALIZATION, USAGE, AND SEMANTICS, IN ADDITION TO SYNTAX. THIS GUIDE IS AVAILABLE FROM THE INDIANA UNIVERSITY PRESS, BLOOMINGTON, INDIANA 47401, \$2.95. (RD)

ED 015 200 TE 000 173

SEYFERT, WARREN C.
THE ENGLISH CURRICULUM IN THE SECONDARY SCHOOL.

NATIONAL ASSN. OF SECONDARY SCHOOL PRINCIPALS

PUB DATE APR 67

EDRS PRICE MF-00.75 HC-05.68 140P.

DESCRIPTORS *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *SECONDARY SCHOOLS, CENSORSHIP, COMPOSITION (LITERARY), CONFERENCES, DARTMOUTH SEMINAR, DISADVANTAGED YOUTH,

LINGUISTICS, LITERATURE, NATIONAL PROGRAMS, NCTE, PROJECT ENGLISH, READING, SPEECH, TEACHER EDUCATION.

AT THE INVITATION OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (NASSP), A SPECIAL COMMITTEE OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH HAS PREPARED A SYMPOSIUM OF PAPERS ON NEW DIRECTIONS IN THE ENGLISH SECONDARY SCHOOL CURRICULUM. ARTICLES ON IMPORTANT ISSUES AND DEVELOPMENTS IN THE TEACHING OF ENGLISH ARE—(1) "SIX MAJOR INFLUENCES ON THE SECONDARY ENGLISH CURRICULUM" BY JAMES R. SQUIRE, (2) "THE ENGLISH CURRICULUM—OUT OF THE PAST, INTO THE FUTURE" BY ROBERT A. BEANETT, (3) "THE 'NEW ENGLISH' ANEW" BY HAROLD B. ALLEN, (4) "LITERATURE IN THE REVITALIZED CURRICULUM" BY JAMES E. MILLER, JR., (5) "DEVELOPMENT IN SPEECH" BY WILLIAM WOK, (6) "READING-IN AND OUT OF THE ENGLISH CURRICULUM" BY MARGARET J. EARLY, (7) "DEVELOPMENTS IN COMPOSITION" BY GORDON WILSON AND ROBERT J. LACAMPAGNE, (8) "BOOK SELECTION AND CENSORSHIP" BY ROBERT F. HOGAN, (9) "ENGLISH PROGRAMS FOR THE DISADVANTAGED" BY RICHARD CORBIN, (10) "TEACHER PREPARATION" BY J. N. NOOK, (11) "NATIONAL ENGLISH PROJECTS AND CURRICULUM CHANGE" BY MICHAEL F. SHUGRUE, (12) "THE DARTMOUTH SEMINAR" BY ALBERT H. MARCKWARDT, (13) "INNOVATION AND RENOVATION IN ENGLISH TEACHING" BY FRANK E. ROSS, AND (14) "REFERENCES ON ENGLISH IN SECONDARY SCHOOLS" BY JAMES R. SQUIRE. THESE PAPERS APPEAR IN THE "NASSP BULLETIN," VOL. 51, NO. 318, APRIL 1967. (DL)

ED 015 201 24 TE 000 177

WOLFF, JOSEPH

THE VALUE OF THE CLASSICS AS AN ELECTIVE IN COLLEGE COURSES FOR THE ENGLISH MAJOR WHO INTENDS TO TEACH IN HIGH SCHOOL. INTERIM REPORT.

LOYOLA UNIV., CHICAGO, ILL.

REPORT NUMBER CRP-HE-145

REPORT NUMBER ISCPET-SS-10-90-66

REPORT NUMBER BR-5-0789

PUB DATE AUG 67

CONTRACT OEC-5-10-029

EDRS PRICE MF-\$6.25 HC-\$6.44 9P.

DESCRIPTORS *CLASSICS, *ENGLISH EDUCATION, *ENGLISH INSTRUCTION, *TEACHER EDUCATION CURRICULUM, DRAMA EPICS, ISCPET, LITERATURE, LOYOLA UNIVERSITY, MYTHOLOGY.

TO ESTABLISH WHETHER OR NOT COURSES IN THE CLASSICS AID SIGNIFICANTLY IN THE PREPARATION OF HIGH SCHOOL ENGLISH TEACHERS, THE GRADUATE RECORD EXAMINATION ADVANCED TEST ON LITERATURE (GRE) SCORES OF 11 SENIORS WHO HAD TAKEN AT LEAST ONE OF TWO CLASSICS COURSES, AT LOYOLA UNIVERSITY, ON THE THEATRE AND THE EPIC WERE COMPARED WITH THE SCORES OF STUDENTS WHO HAD COMPARABLE CUMULATIVE GRADE POINT AVERAGES. RESULTS INDICATED THAT STUDENTS WHO HAD TAKEN CLASSICS COURSES DID NOT PERFORM EXCEPTIONALLY WELL ON THE GRE, NOR DID THEY GET HIGHER SCORES THAN OTHER STUDENTS WITH COMPARABLE AVERAGES WHO HAD NOT TAKEN A COURSE IN THE CLASSICS. RESPONSES TO

A QUESTIONNAIRE SENT TO ALUMNI WHO TEACH ENGLISH IN HIGH SCHOOLS, HOWEVER, WERE UNIFORMLY FAVORABLE TOWARD THE MERITS OF CLASSICS COURSES THEY HAD TAKEN IN PREPARATION FOR TEACHING. THEY REPORTED THAT CLASSICS COURSES HAD SERVED TO INFORM THEM ABOUT ROMAN AND GREEK ANTIQUITY, AND THEIR TEACHING HAD BEEN STRENGTHENED BY A KNOWLEDGE OF CLASSICAL MYTHOLOGY AND BY AN APPRECIATION OF THEIR LITERARY HERITAGE. (AUTHOR/DL)

ED 015 202 24 TE 000 178

MUMA, JOHN R.

FREQUENCY OF ASPECT IN ORAL AND WRITTEN VERBAL SAMPLES BY CHILDREN. GEORGIA UNIV., ATHENS

REPORT NUMBER BR-5-0250-1

PUB DATE 15 MAY 67

CONTRACT OEC-6-10-061

EDRS PRICE MF-\$6.25 HC-\$6.50 18P.

DESCRIPTORS *CHILDREN, *LANGUAGE DEVELOPMENT, *RESEARCH METHODOLOGY, *TRANSFORMATION GENERATIVE GRAMMAR, AVERAGE STUDENTS, GRAMMAR, LANGUAGE USAGE, ORAL EXPRESSION, PHRASE STRUCTURE, RETARDED CHILDREN, SUPERIOR STUDENTS, WRITTEN LANGUAGE.

THE FREQUENCY OF 'ASPECT' (PERFECT AND PROGRESSIVE IN THE AUXILIARY) WAS REPORTED FOR RETARDED, NORMAL, AND SUPERIOR CHILDREN ACROSS AGE AND THE ORAL AND WRITTEN LANGUAGE MODALITIES. DATA WERE LIMITED IN SEVERAL RESPECTS, PARTICULARLY SIZE OF SAMPLE. THIS IS A PILOT STUDY RATHER THAN A SERIOUS EFFORT TO UNDERSTAND PROCESSES OF LANGUAGE ACQUISITION. THE RESULTS OF THE PILOT STUDY ARE NOT MEANT TO BE OF PEDAGOGICAL OR THEORETICAL VALUE. RATHER, THE RESULTS ARE TO BE OF METHODOLOGICAL VALUE TO THE RESEARCHER WHO IS INTERESTED IN PURSUING 'PROCESS QUESTIONS.' METHODOLOGICAL CONSIDERATIONS FOR USING FREQUENCY DATA AS INDICES OF THE ACQUISITION OF GRAMMAR CONSTITUTED THE CORE OF THE PAPER. NOTABLE WAS THE USE OF RESTRICTED (UNIQUE TO A CHILD'S GRAMMAR) AND CO-OCCURRING (MOST FREQUENTLY ASSOCIATED) STRUCTURES. IT WAS CONCLUDED THAT, EXCEPT FOR THE SUPERIOR GROUPS' USAGE OF THE PERFECT IN THE WRITTEN MODALITY, THERE WERE INSUFFICIENT DATA TO SUGGEST CONCLUSIONS FOR THE PERFORMANCE VARIABLES UNDER STUDY (MA, CA, MODALITIES). WITH RESPECT TO RESTRICTED STRUCTURES, THE PATTERNS OF TYPE AND CO-OCCURRING STRUCTURES WERE SIMILAR FOR BOTH DIMENSIONS OF ASPECT. IT IS RECOMMENDED THAT FURTHER RESEARCH ON ASPECT BE CONDUCTED OVER LARGER SAMPLES. (AUTHOR/BO'D)

ED 015 203 24 TE 000 182

MARCATANTE, JOHN J.

GATEWAY ENGLISH, IDENTIFICATION AND IMAGE STORIES (A GUIDE FOR TEACHERS). CITY UNIV. OF NEW YORK, HUNTER COLL.

REPORT NUMBER BR-5-0687

PUB DATE 64

CONTRACT OEC-3-10-015

EDRS PRICE MF-\$6.50 HC-\$3.50 93P.

DESCRIPTORS *ENGLISH INSTRUCTION, *READING INSTRUCTION, *READING MA-

TERIALS, *RETARDED READERS, *TEACHER DEVELOPED MATERIALS, CLASSROOM GUIDANCE PROGRAMS, GATEWAY ENGLISH, MOTIVATION TECHNIQUES, PROJECT ENGLISH, READING ASSIGNMENTS, READING INTERESTS, SELF CONCEPT, STORY READING, STUDENT DEVELOPED MATERIALS, TEACHING GUIDES.

THE IDENTIFICATION STORY IS AN ORIGINAL, OR ADAPTED, TEACHER-PREPARED TALE IN WHICH STUDENTS ARE CAST, ALWAYS SYMPATHETICALLY. THE IMAGE STORY IS WRITTEN BY THE TEACHER FOR A CLASS, SMALL GROUP, OR INDIVIDUAL IN AN ATTEMPT TO CAST EACH STUDENT IN A POSITIVE IMAGE THE STUDENT PREFERS. THE STUDENT-CREATED ANTHOLOGY IS A BOOKLET OF FICTIONAL, TRUE NARRATIVES, OR AUTOBIOGRAPHICAL SKETCHES WRITTEN BY STUDENTS AND USED, WITH THEIR PERMISSION, AS ONE OF THE READING TEXTS. THESE THREE DEVICES FOR TEACHING RETARDED READERS ARE DESCRIBED AND ILLUSTRATED IN THIS GUIDE. THEY ARE OFFERED AS POSSIBLE AIDS WITHIN A TOTAL READING PROGRAM, NOT AS THE SOLE COMPONENTS OF SUCH A PROGRAM. STEP BY STEP EXPLANATIONS OF THE PREPARATION, USE EVALUATION, AND SHARING OF THESE DEVICES ARE PROVIDED. THE NECESSITY FOR THE TEACHER TO KNOW AND UNDERSTAND EACH CHILD IS STRESSED, BUT THE TEACHER IS CAUTIONED TO AVOID ASSUMING THE ROLE OF PSYCHOLOGIST. CLASSROOM-TESTED SAMPLE MATERIALS ARE INCLUDED TO ILLUSTRATE, FOR POSSIBLE EXPERIMENTAL USE, MATERIALS POPULAR WITH STUDENTS AND TO ENCOURAGE TEACHERS TO COMPOSE AND ADAPT THEIR OWN READING MATERIALS. (RD)

ED 015 204 24 TE 000 183

TOVATT, ANTHONY L. MILLER, EBERT L. ORAL-AURAL-VISUAL STIMULI APPROACH TO TEACHING WRITTEN COMPOSITION TO 9TH GRADE STUDENTS. FINAL REPORT. BALL STATE UNIV., MUNCIE, IND.

REPORT NUMBER PROJ-NO-5-03892-12-1

REPORT NUMBER BR-5-0389

PUB DATE JAN 67

CONTRACT OEC-3-10-120

EDRS PRICE MF-\$1.00 HC-\$8.88 220P.

DESCRIPTORS *COMPOSITION (LITERARY), *ENGLISH INSTRUCTION, *KINESTHETIC METHODS, AUDIOVISUAL PROGRAMS, AURAL STIMULI, BALL STATE UNIVERSITY, BURRIS LABORATORY SCHOOL, GRADE 9, LANGUAGE USAGE, LISTENING, OVERHEAD PROJECTORS, READING, STUDENT ATTITUDES, TAPE RECORDERS, VISUAL STIMULI.

THIS STUDY INVESTIGATED THE EFFECT OF CERTAIN ORAL-AURAL-VISUAL (OAV) STIMULI PROCEDURES ON DEVELOPMENT OF ACHIEVEMENT IN WRITTEN COMPOSITION (AND OTHER ENGLISH SKILLS) OF NINTH-GRADE STUDENTS IN BURRIS LABORATORY SCHOOL, BALL STATE UNIVERSITY. THE STUDY WAS BASED ON THE ASSUMPTION THAT THE PROFICIENT WRITER SAYS AND HEARS AT A SUB-VOCAL LEVEL WHAT HE IS WRITING, AND IN THE PROCESS OF PRODUCING ACCEPTABLE WRITING HE TESTS WHAT HE WRITES AGAINST HIS INGRAINED VERBAL PATTERNS. THE OAV PROCEDURES, DEVISED TO PERMIT THE STUDENT TO REINFORCE THE PROCESS OF WRITING WITH HIS EAR, DEPEND ON USE OF TAPE RECORDERS AND OVER-

HEAD PROJECTORS. A YEAR'S STUDY USING A PRETEST-POSTTEST CONTROL GROUP EXPERIMENTAL GROUP DESIGN, RESULTED IN SIGNIFICANT MEAN GAINS IN WRITING, READING, LISTENING, AND ENGLISH USAGE. A SECOND YEAR'S STUDY, WITH STUDENTS STRATIFIED BY UPPER, MIDDLE, AND LOWER ABILITY LEVELS, REVEALED THAT OAV-TAUGHT STUDENTS HAD CONSIDERABLY HIGHER MEAN ACHIEVEMENT SCORES THAN COMPARABLE MEAN SCORES GIVEN IN NORM DATA FOR THE TESTS USED. THE OAV APPROACH SEEMED TO BE EQUALLY EFFECTIVE AT ALL ABILITY LEVELS. RATING OF SAMPLE COMPOSITIONS WITH AN EXPERIMENTAL EDUCATIONAL TESTING SERVICE RATING FORM PROVED INCONCLUSIVE FOR BOTH STUDY YEARS. EVIDENCE GATHERED DOES NOT SUGGEST THE OAV PROCEDURES HAVE SIGNIFICANT DIFFERENTIAL ATTITUDINAL EFFECT. THE GENERALLY POSITIVE RESULTS OF THIS STUDY INDICATE OAV PROCEDURES ARE A PROMISING TEACHING APPROACH. (AUTHOR)

ED 015 205 TE 000 185

SHUGRUE, MICHAEL F.
NEW MATERIALS FOR THE TEACHING OF
ENGLISH, THE ENGLISH PROGRAM OF THE
USOE.

MODERN LANGUAGE ASSN. OF AMERICA,
NEW YORK, N.Y.

PUB DATE SEP 66

EDRS PRICE MF-\$0.25 HC NOT AVAILABLE
FROM EDRS. 38P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *CURRICULUM STUDY CENTERS, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, COMPOSITION (LITERARY), EDUCATIONAL LEGISLATION, GRAMMAR, INSTRUCTIONAL MATERIALS, LANGUAGE, LINGUISTICS, LITERATURE, M.L.A., NCTE, SUMMER INSTITUTES.

THIS REPORT FOLLOWS TWO PREPARED IN PREVIOUS YEARS BY COORDINATORS FOR PROJECT ENGLISH AND TRACES THE CONCERNS OF THE OFFICE OF EDUCATION ENGLISH PROGRAM TO JANUARY 1966. AN INTRODUCTION DISCUSSES THE GENERAL OUTLINE OF ENGLISH CURRICULUM STUDIES NOW IN PROGRESS AND RECOUNTS THE SIGNIFICANT LEGISLATION WHICH SUPPORTS THESE PROJECTS. SIMILAR RESEARCH IN THE ARTS AND HUMANITIES, AND SUMMER INSTITUTES IN ENGLISH, REPORTS ON EACH OF THE 25 CURRICULUM STUDY AND DEMONSTRATION CENTERS INCLUDE A STATEMENT OF THE PURPOSE OF THE PROJECT, AND EXPLANATION OF THE PRINCIPLES AND DESIGN OF ITS CURRICULUM MATERIALS, AND ITS CURRENT STATE OF DEVELOPMENT AND PROGRESS. THIS ARTICLE APPEARED IN THE SEPTEMBER 1966 "PMLA." REPRINTS ARE AVAILABLE FROM THE MATERIALS CENTER, MODERN LANGUAGE ASSOCIATION, 62 FIFTH AVENUE, NEW YORK, N.Y. 10011, ORDER U81, AND THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILL. 61820, ORDER NO. 03908. (DL)

ED 015 206 TE 000 186

SHUGRUE, MICHAEL F. CRAWLEY, THOMAS F.

THE CONCLUSION OF THE INITIAL PHASE,
THE ENGLISH PROGRAM OF THE USOE.

MODERN LANGUAGE ASSN. OF AMERICA,
NEW YORK, N.Y.

PUB DATE SEP 67

EDRS PRICE MF-\$0.25 HC NOT AVAILABLE
FROM EDRS. 20P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *CURRICULUM STUDY CENTERS, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, COMPOSITION (LITERARY), EDUCATIONAL LEGISLATION, GRAMMAR, INSTRUCTIONAL MATERIALS, LANGUAGE, LINGUISTICS, LITERATURE, M.L.A., NCTE, RESEARCH NEEDS, SUMMER INSTITUTES.

BECAUSE MOST OF THE BEGINNING PHASE OF FEDERAL SUPPORT FOR ENGLISH HAS BEEN COMPLETED, THIS IS IN ONE SENSE A TERMINAL REVIEW OF THE WORK COMPLETED OR NEAR COMPLETION BY THE CURRICULUM STUDY AND DEMONSTRATION CENTERS SUPPORTED BY THE COOPERATIVE RESEARCH PROGRAM OF THE OFFICE OF EDUCATION. AN INTRODUCTION ASSESSES THE SIGNIFICANCE OF THE CENTERS' WORK AND THE NDEA SUMMER INSTITUTES IN ENGLISH, DISCUSSES RECENT RELATED PROJECTS, CONFERENCES, AND REPORTS, AND CONSIDERS THE AREAS WHICH NEED PARTICULAR ATTENTION IN THE SECOND PHASE OF FEDERAL SUPPORT TO ENGLISH. INCLUDED IN THE REPORTS ON INDIVIDUAL CENTERS ARE (1) THE REASONS FOR ESTABLISHMENT, (2) THE AREAS OF THEIR CURRICULUM DEVELOPMENT, (3) A SUMMARY OF THEIR RESEARCH AND TESTING, AND (4) A DESCRIPTION OF THEIR PRINCIPLES AND THE NATURE OF THEIR CURRICULUM MATERIALS. THIS ARTICLE APPEARED IN THE SEPTEMBER 1967 "PMLA." REPRINTS ARE AVAILABLE FROM THE MATERIALS CENTER, MODERN LANGUAGE ASSOCIATION, 62 FIFTH AVENUE, NEW YORK, N.Y. 10011, ORDER NO. U81, AND THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILL. 61820, ORDER NO. 01152. (DL)

ED 015 207

TE 000 187

SQUIRE, JAMES R.
ENGLISH LANGUAGE ARTS EDUCATION.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.00 25P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *CURRICULUM RESEARCH, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *LANGUAGE ARTS, COGNITIVE PROCESSES, COMPOSITION (LITERARY), GRAMMAR, LANGUAGE, LINGUISTICS, LITERATURE, READING, SEQUENTIAL PROGRAMS, TEACHING METHODS.

IN THE PAST DECADE, ENGLISH AS A SCHOOL SUBJECT HAS BEEN REASSESSED TO ESTABLISH PRIORITIES, SPECIFY THE TASKS OF THE ENGLISH TEACHER, AND CREATE EFFECTIVE SEQUENTIAL, INTEGRATED PROGRAMS WHICH BALANCE CONTENT AND SKILLS. THIS SUMMARY REPORT CONSIDERS EMERGING CONCEPTS IN THE TEACHING OF LANGUAGE, LITERATURE, AND COMPOSITION, AND THEIR APPLICATION IN ACTUAL PROGRAMS. THE LANGUAGE SECTION STRESSES THE IMPORTANCE OF LINGUISTIC INSIGHTS INTO THE NATURE OF LANGUAGE AND OF LANGUAGE DEVELOPMENT TO THE CONTENT AND ORGANIZATION OF INSTRUCTION IN LANGUAGE AND LANGUAGE SKILLS. CHANGES IN THE CONCEPTS AND TEACHING OF COMPOSITION ARE DISCUSSED NEXT WITH EMPHASIS ON SEQUENTIAL PROGRAMS BASED ON PSYCHOLOGICAL PATTERNS OF ORGANIZATION WHICH CONCENTRATE ON THE COMPOSING PROCESS ITSELF AND THE RHETORICAL PRINCIPLES OF ORGANIZING AND EXPRESSING IDEAS. NEW CONCEPTS AND TEACHING MODELS IN LITERATURE ARE THEN ELA-

BORATED, PARTICULARLY THOSE WHICH STRESS RICH AND EXPANDING LITERARY EXPERIENCES AS CENTRAL TO EDUCATING THE IMAGINATION OF THE CHILD AND TO DEVELOPING LIFELONG READING HABITS. FINALLY, A SECTION ON THE EMERGING METHODS OF TEACHING ENGLISH ENUMERATES AND EXPLAINS FIVE BASIC TRENDS WHICH HAVE RESULTED FROM NEW THEORIES OF TEACHING AND LEARNING. THIS DOCUMENT IS CHAPTER 3 IN FORREST E. CONNOR AND WILLIAM J. ELLENA (EDS.), "CURRICULUM HANDBOOK FOR SCHOOL ADMINISTRATORS" WASHINGTON, D.C., AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, 1967. (DL)

ED 015 208

TE 000 188

DAIGON, ARTHUR HAHN, ELIZABETH C.
CLASSROOM PRACTICES DEEMED EFFECTIVE
BY NINETY-EIGHT PARTICIPANTS IN
1965 NDEA ENGLISH INSTITUTES.

PUB DATE 67

EDRS PRICE MF-\$0.75 HC-\$5.44 134P.

DESCRIPTORS *COMPOSITION (LITERARY), *ENGLISH INSTRUCTION, *LANGUAGE, *LITERATURE, *TEACHING TECHNIQUES, CLASSROOM PARTICIPATION, CREATIVE TEACHING, UNIV. OF CONNECTICUT.

A TOTAL OF 206 EFFECTIVELY-USED CLASSROOM PRACTICES, CONTRIBUTED BY 98 PARTICIPANTS IN 1965 NATIONAL DEFENSE EDUCATION ACT ENGLISH INSTITUTES, ARE DESCRIBED IN THIS COLLECTION. PRACTICES ARE DIVIDED INTO THREE SECTIONS--87 IN LITERATURE, 65 IN COMPOSITION, AND 54 IN LANGUAGE. A DESCRIPTION AND DETAILS OF IMPLEMENTATION, AND SUGGESTED GRADE AND ABILITY LEVELS ARE PROVIDED FOR EACH PRACTICE. (DL)

ED 015 209

TE 000 191

ROLLINS, CHARLEMAE

WE BUILD TOGETHER.

NATIONAL COUNCIL OF TEACHERS OF
ENG. CHAMPAIGN, ILL

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *CHILDRENS BOOKS, *ENGLISH INSTRUCTION, *NEGROES, BIOGRAPHIES, ELEMENTARY GRADES, FICTION, FOLKLORE BOOKS, JUNIOR HIGH SCHOOL STUDENTS, MUSIC, NCTE, NEGRO DIALECTS, NEGRO HISTORY, POETRY.

THIS BIBLIOGRAPHY, LIKE TWO PREVIOUS EDITIONS IN 1941 AND 1948, LISTS THOSE BOOKS FOR CHILDREN AND YOUNG PEOPLE WHICH PRESENT NEGROES AS HUMAN BEINGS AND NOT AS STEREOTYPES. THE INTRODUCTION ASSESSES THE PROGRESS WHICH HAS BEEN MADE IN THIS AREA SINCE THE FIRST EDITION IN 1941 AND ARTICULATES THE GUIDELINES FOR SELECTION. THE BOOKS CITED ARE ORDERED INTO THE FOLLOWING CATEGORIES--(1) PICTURE BOOKS AND EASY-TO-READ BOOKS, (2) FICTION, (3) HISTORY, (4) BIOGRAPHY, (5) POETRY, FOLKLORE, AND MUSIC, (6) SCIENCE, AND (7) SPORTS (BOTH FICTION AND NONFICTION). EACH ENTRY NOTES THE RECOMMENDED GRADE LEVEL AND INCLUDES A BRIEF EVALUATIVE DESCRIPTION OF THE BOOK AND SUMMARY OF ITS CONTENTS. AUTHOR AND TITLE INDEXES ARE PROVIDED AS WELL AS A LIST OF SOURCES FOR BOOKS, A DIRECTORY OF PUBLISHERS, AND AN INDEX TO THE BIOGRAPHIES CITED IN THE BIBLIOGRAPHY. THIS DOCUMENT IS AVAILA-

BLE FROM THE NATIONAL COUNCIL OF
TEACHERS OF ENGLISH, 508 SOUTH SIXTH
STREET, CHAMPAIGN, ILL. 61820, STOCK
NO. 43759, \$1.50. (DL)

ED 015 210

TE 000 224

CORBIN, JONATHAN

ANNOTATED HUMANITIES PROGRAMS.

NATIONAL COUNCIL OF TEACHERS OF
ENG. CHAMPAIGN, ILL

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$1.32 31P.

DESCRIPTORS *COURSE DESCRIPTIONS,
*ENGLISH INSTRUCTION, *HUMANITIES
INSTRUCTION, *SECONDARY GRADES, AN-
CIENT HISTORY, CULTURAL EDUCATION,
FINE ARTS, HISTORY, HUMANITIES, IN-
STRUCTIONAL MATERIALS, LITERATURE,
NCTE, PHILOSOPHY,

ONE HUNDRED AND THIRTY-FIVE UN-
ITED STATES SECONDARY SCHOOLS OFFER-
ING HUMANITIES PROGRAMS ARE LISTE-
D, ALPHABETICALLY BY STATE. ANNOTA-
TIONS PRESENT DESCRIPTIONS OF THE
APPROACHES TO STUDY IN THE HUMANI-
TIES COURSES (E.G., AMERICAN STUDIES,
WORLD CULTURE, GREAT IDEAS). MANY
ALSO INDICATE (1) GRADE LEVELS, (2)
SCHOOL DEPARTMENTS ADMINISTERING
THE PROGRAM, (3) METHODS OF TEACH-
ING—BY ONE TEACHER, BY TEAMS, OR BY
A SERIES OF TEACHERS FROM VARIOUS
DEPARTMENTS, (4) QUALITY OF STU-
DENTS PARTICIPATING, (5) AMOUNT OF
CREDIT GIVEN, (6) TYPE OF COURSE—E-
LECTIVE OR REQUIRED, PART OF SE-
QUENCE OR SINGLE COURSE OF STUDY,
AND (7) MATERIALS AND TEXTS USED. (JB)

ED 015 211

TE 500 016

ROGERS, ROBERT W.

A DEAN SPEAKS OUT.

ASSOCIATION OF DEPARTMENTS OF EN-
GLISH, NEW YORK, NY

PUB DATE OCT 67

EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *ADMINISTRATIVE PER-
SONNEL, *ADMINISTRATOR ROLE, *EN-
GLISH, *ENGLISH CURRICULUM, *HI-
GHER EDUCATION, ADMINISTRATIVE
PROBLEMS, ADMINISTRATOR ATTITU-
DES, ADMINISTRATOR RESPONSIBILI-
TY, CURRICULUM DEVELOPMENT, FACU-
LTY RECRUITMENT, LEADERSHIP RES-
PONSIBILITY,

ENGLISH DEPARTMENTS SHOULD FACE
THE CHALLENGE OF OVERCOMING OBSO-
LESCENT PRACTICES AND ATTITUDES IN
ORDER TO ADDRESS THE STUDY OF LI-
TERATURE TO THE NEEDS OF CONTEMP-
ORARY SOCIETY WHERE THERE IS EVID-
ENCE, EVEN IN NATIONAL AFFAIRS, OF
A LARGER ROLE FOR THE HUMANIST.
THE PROBLEMS OF FACULTY SHORTAGE
AND "FOSSILIZED" CURRICULUMS ARE
MAINLY THE RESPONSIBILITIES OF THE
DEPARTMENT CHAIRMAN, WHO NOW OC-
CUPIES A POSITION OF COMMANDING
LEADERSHIP. IN BUDGET MATTERS HIS
FIRST RESPONSIBILITY IS TO THE AD-
VANCEMENT OF HIS DISCIPLINE. BE-
CAUSE FACULTY MEMBERS ARE OFTEN
ATTRACTED BY CIRCUMSTANCES OTHER
THAN SALARY, HE SHOULD INITIATE
PROGRAMS AND POLICIES WHICH
CREATE A LIVELY, INTELLECTUAL ATM-
OSPHERE. TO INSURE THIS ATMOSPHERE
AND TO COMBAT OBSOLESCENCE, HE
SHOULD ORGANIZE THE CURRICULUM
WITH ALL PARTS MUTUALLY SUPPOR-
TIVE AND DELEGATE TO FACULTY MEM-
BERS MORE RESPONSIBILITY IN HELP-
ING TO RUN THE DEPARTMENT. THIS AR-
TICLE APPEARED IN "THE ADE BULLE-
TIN," NUMBER 15, OCTOBER 1967, PAGES
12-17. (BN)

ED 015 212

BARBER, C.L.

REQUIREMENTS AND STANDARDS. AB-
STRACT OF A TALK AT ADE'S MLA MEETING
ON THE 1965 PROPOSALS ABOUT THE PH.D.
ASSOCIATION OF DEPARTMENTS OF EN-
GLISH, NEW YORK, NY

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$0.20 3P.

DESCRIPTORS *DEGREE REQUIREM-
ENTS, *DEGREES (TITLES), *DOCTORAL
DEGREES, *DOCTORAL PROGRAMS, *EN-
GLISH, ASSOCIATION OF DEPARTMENTS
OF ENGLISH, DOCTORAL THESES, EN-
GLISH CURRICULUM, ENGLISH PRO-
GRAMS, GRADUATE STUDY, HIGHER EDU-
CATION,

CHAIRMAN AT THE ASSOCIATION OF
DEPARTMENTS OF ENGLISH MEETING
DISCUSSED THE 1965 PROPOSALS FOR THE
PH.D. AND ATTEMPTED TO CONVEY THAT
A PH.D. PROGRAM CAN PREPARE A STU-
DENT TO BE A TEACHER AND A SCHOLAR
WITHOUT INCLUDING REQUIREMENTS
APPROPRIATE ONLY FOR THE RELATIVELY
SMALL GROUP WHO WILL BE DEVOTED
PRIMARILY TO RESEARCH AND WRITING.
THE LENGTH AND SCOPE OF THE
DISSERTATION WAS A MAJOR AREA OF
CONCERN. EXCEPT FOR THE RECOMMEN-
DATION TO REQUIRE ONLY ONE FOR-
EIGN LANGUAGE, ALL OF THE RESOLU-
TIONS WERE MATTERS OF EMPHASIS.
THE ANXIETY OVER REDUCED REQUIRE-
MENTS MAY BE DIMINISHED IF THE IM-
PORTANT DISTINCTION BETWEEN RE-
QUIREMENTS AND STANDARDS IS REM-
EMBERED. THIS ARTICLE APPEARED IN
"THE ADE BULLETIN," NUMBER 6, JANU-
ARY 1966, PAGES 2-4. (BN)

TE 500 022

FLEXIBLE SCHEDULING, INDIVIDUAL IN-
STRUCTION, LEAD LECTURE PLAN, LEC-
TURE, TEACHING METHODS, TEACHING
TECHNIQUES, WARRENSBURG,

THE RESULTS OF AN EXPERIMENT CON-
DUCTED AT THE CENTRAL MISSOURI
STATE COLLEGE INDICATE THAT IN COM-
PARISON TO THE CLASSROOM LECTURE
APPROACH TO COMPOSITION, THE LEC-
TURE-TUTORIAL METHOD SAVES TIME
AND RESULTS IN A SHARPER FOCUS OF
SUBJECT MATTER AND A MORE INTENSE
COMMUNICATION BETWEEN PUPIL AND
TEACHER. A CLASS OF 25 STUDENTS WAS
GIVEN ONE HOUR PER DAY, MONDAY
THROUGH FRIDAY, ACCORDING TO THE
INSTRUCTOR'S PLANS, CERTAIN DAYS
WERE CHOSEN FOR LECTURES AND THE
REST WERE USED FOR INDIVIDUAL CON-
FERENCES WITH EACH STUDENT. THE
PARTICIPATING FACULTY APPROVED OF
THE PROGRAM, AND AN ANONYMOUS
QUESTIONNAIRE COMPLETED AT THE
END OF THE TERM REVEALED THAT THE
STUDENTS WERE OVERWHELMINGLY IN
FAVOR OF IT. A LATER EXPANSION OF
THE EXPERIMENT INVOLVED TEAM
TEACHING AND THE SHARING OF ONE
CLASSROOM BY TWO COMPOSITION SEC-
TIONS. IN ANOTHER TEAM TEACHING PRO-
JECT, FIVE SECTIONS OF FRESHMAN EN-
GLISH WERE GIVEN ONE HOUR PER DAY,
MONDAY THROUGH FRIDAY, AND ALL
FIVE SECTIONS MET TOGETHER ONCE A
WEEK. EACH INSTRUCTOR ALSO MET
ONCE A WEEK WITH HIS ENTIRE SECTION
AND THE REST OF THE WEEK IN CONFER-
ENCES WITH EACH OF HIS STUDENTS.
MORE DETAILED CONCLUSIONS ABOUT
THE SUCCESS OF THE TEAM TEACHING
PROJECT WILL BE AVAILABLE BY 1970 AT
THE CONCLUSION OF THE EXPERIMENT.
(BN)

ED 015 213

TE 500 035

AVEN, SAMUEL D. CHRISP, MARVIN

ENGLISH PROFICIENCY OF MALES AND
FEMALES—IS THERE A DIFFERENCE.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *COLLEGE FRESHMEN,
*COMPOSITION (LITERARY), *ENGLISH,
*LANGUAGE PROFICIENCY, *SEX DIFFER-
ENCES, EDUCATIONAL RESEARCH, EN-
GLISH CURRICULUM, ENGLISH IN-
STRUCTION, HIGHER EDUCATION, RE-
SEARCH NEEDS, STATISTICAL DATA,
TEACHING METHODS,

THE MISSOURI COLLEGE ENGLISH TEST
WAS ADMINISTERED TO 1,341 COLLEGE
FRESHMEN TO COMPARE THE PROFICIEN-
CY IN ENGLISH OF MALE AND FEMALE
STUDENTS. SIGNIFICANTLY MORE BOYS
THAN GIRLS SCORED BELOW THE 50TH
PERCENTILE. THE INVESTIGATORS SUG-
GEST THAT MORE RESEARCH IS NEEDED
TO DETERMINE WHY GIRLS ARE MORE
PROFICIENT IN ENGLISH AFTER 12
YEARS OF SCHOOL AND WHETHER EN-
GLISH SHOULD BE TAUGHT DIFFERENT-
LY TO BOYS. (BN)

ED 015 214

TE 500 044

BURNS, REX S. JONES, ROBERT C.

TWO EXPERIMENTAL APPROACHES TO
FRESHMAN COMPOSITION—LECTURE-TU-
TORIAL AND TEAM TEACHING.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.60 13P.

DESCRIPTORS *COLLEGE FRESHMEN,
*COMPOSITION (LITERARY), *ENGLISH IN-
STRUCTION, *TEAM TEACHING, *TUTORI-
AL PROGRAMS, CENTRAL MISSOURI
STATE COLLEGE, COLLEGE INSTRUCT-
ION, COLLEGE TEACHERS, COMPOSITION
SKILLS (LITERARY), EDUCATIONAL RE-
SEARCH, ENGLISH, EXPERIMENTAL PRO-
GRAMS, EXPERIMENTAL TEACHING,

ED 015 215

TE 500 048

ENGLISH ERIC AND THE COLLEGE TEACH-
ING OF ENGLISH. A REPORT OF THREE CON-
FERENCES ON ISSUES IN THE TEACHING
OF ENGLISH SPONSORED BY THE MLA EN-
GLISH ERIC AND HELD IN CONNECTION
WITH THE 1967 ANNUAL MEETING OF THE
MODERN LANGUAGE ASSOCIATION (CHICA-
GO, 27-29 DECEMBER 1967).

MODERN LANGUAGE ASSN. OF AMERICA,
NEW YORK, NY.

PUB DATE JAN 68

EDRS PRICE MF-\$0.25 HC-\$0.64 14P.

DESCRIPTORS *EDUCATIONAL RE-
SEARCH, *ENGLISH, *ENGLISH PRO-
GRAMS, *RESEARCH NEEDS, *UNDERGRU-
ADUATE STUDY, COMPOSITION (LITERAR-
Y), CURRICULUM DEVELOPMENT,
DEGREES (TITLES), DOCTORAL PRO-
GRAMS, ENGLISH CURRICULUM, EN-
GLISH INSTRUCTION, ERIC, GRADUATE
STUDY, INFORMATION DISSEMINATION,
INSTRUCTIONAL IMPROVEMENT, JUNIOR
COLLEGES, MODERN LANGUAGE ASSO-
CIATION OF AMERICA, TEACHER EDU-
CATION, TEACHER IMPROVEMENT,

NEARLY 100 SCHOLARS AND TEACHERS
GATHERED IN THREE SPECIAL CONFER-
ENCES ON THE COLLECTION AND DISSE-
MINATION OF RESEARCH IN THE
TEACHING OF ENGLISH IN HIGHER EDU-
CATION AND ATTEMPTED TO IDENTIFY
AREAS OF SPECIAL IMPORTANCE IN THE
JUNIOR AND COMMUNITY COLLEGE EN-
GLISH PROGRAM. THE UNDERGRADUATE
CURRICULUM, AND GRADUATE PRO-
GRAMS IN ENGLISH. A PAPER PRESENT-
ED BY MICHAEL SHUGRUE EXPLAINS
THE PURPOSE OF THE ENGLISH EDU-
CATIONAL RESOURCES INFORMATION
CENTER. A ROSTER OF THOSE ATTEND-
ING, THE AGENDA DETAILING DISCUS-
SION TOPICS, AND OUTLINES IDENTIFIED

BY THE PARTICIPANTS AS AREAS FOR RESEARCH AND THE COLLECTION OF INFORMATION ARE INCLUDED. (BN)

ED 015 216 UD 000 792

FAUNCE, R.W. AND OTHERS
STUDENT MOBILITY IN SELECTED MINNEAPOLIS SCHOOLS. REPORT NUMBER 1, MOBILITY OF ELEMENTARY SCHOOL CHILDREN IN HIGH AND LOW DELINQUENCY AREAS. HENNEPIN COUNTY COMMUNITY HEALTH AND WELFARE COUNCIL
PUB DATE OCT 65
EDRS PRICE MF-\$0.50 HC-\$2.88 70P.

DESCRIPTORS *COMPARATIVE ANALYSIS, *DISADVANTAGED YOUTH, *EDUCATIONAL MOBILITY, *ELEMENTARY SCHOOL STUDENTS, *MOBILITY, ATTENDANCE, DATA, DELINQUENCY, ECONOMIC FACTORS, FAMILY CHARACTERISTICS, INTELLIGENCE TESTS, MATCHED GROUPS, MINNEAPOLIS, MINNESOTA, PERFORMANCE, READING TESTS, RESEARCH METHODOLOGY, STUDENT RECORDS, TABLES (DATA), TEACHER EVALUATION, YOUTH DEVELOPMENT PROJECT.

A COMPARATIVE STUDY OF GEOGRAPHIC AND SCHOOL MOBILITY IN AREAS OF HIGH AND LOW DELINQUENCY RATE IS REPORTED. THE HIGH DELINQUENCY GROUP CONSISTED OF 373 ELEMENTARY SCHOOL STUDENTS IN YOUTH DEVELOPMENT PROJECT TARGET AREAS AND THE LOW DELINQUENCY GROUP WAS MADE UP OF 425 CHILDREN FROM OTHER PARTS OF MINNEAPOLIS. DATA GATHERED FROM SCHOOL AND POLICE RECORDS SHOWED "SUBSTANTIAL" DIFFERENCES BETWEEN THE TWO GROUPS FOR FACTORS OF RACE, FAMILY SIZE, BIRTHPLACE (CONSIDERED TO BE FREE OF THE BIAS OF MIDDLE-CLASS VALUES) AND INTELLIGENCE AND READING TEST SCORES (NOT BIAS-FREE). MOBILITY AND ABSENTEEISM FIGURES FOR STUDENTS IN THE TARGET AREA GROUP WERE MUCH HIGHER THAN FOR THOSE IN THE COMPARISON GROUP. THE REPORT NOTES THAT AN UNSTABLE BACKGROUND PLAYED "SOME ROLE" IN THE LOWER READING AND INTELLIGENCE SCORES OF THE TARGET AREA SAMPLE. IT IS FELT THAT EDUCATIONAL PROGRAMS SHOULD FOCUS ON THOSE FACTORS IN THE SCHOOLS AND IN THE ECONOMIC AND FAMILY BACKGROUND OF THE STUDENTS WHICH LEAD TO ABSENTEEISM. INCLUDED IN THE REPORT ARE A DISCUSSION OF SAMPLE SELECTION, AND INFORMATION ABOUT FAMILY, SCHOOL, MOBILITY, AND DELINQUENCY. THERE IS ALSO A SECTION OF TECHNICAL NOTES ON THE PROCEDURES FOR GATHERING DATA. DATA ARE SUMMARIZED IN 29 TABLES. (NH)

ED 015 217 48 UD 002 844

BARRITT, LOREN S. AND OTHERS
THE CHANGES IN PSYCHOLINGUISTIC FUNCTIONING OF CHILDREN AFTER ONE YEAR IN AN "INTEGRATED" SCHOOL. REPORT NUMBER BR-6-1784-1
PUB DATE 01 SEP 67
CONTRACT OEC-3-6-061784-0508
EDRS PRICE MF-\$0.25 HC-\$0.72 16P.

DESCRIPTORS *COGNITIVE ABILITY, *INTEGRATION EFFECTS, *LANGUAGE ABILITY, *NEGRO STUDENTS, BUS TRANSPORTATION, CAUCASIAN STUDENTS, CONTROL GROUPS, GRADE 1, ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITY, KINDERGARTEN CHILDREN, LANGUAGE TESTS, PSYCHOLINGUISTICS, SCHOOL

INTEGRATION, SUBURBAN SCHOOLS, TABLES (DATA), URBAN SCHOOLS.

A STUDY WAS CONDUCTED TO ASSESS THE CHANGES IN THE PSYCHOLINGUISTIC FUNCTIONING OF NEGRO AND WHITE KINDERGARTEN AND FIRST-GRADE PUPILS ONE YEAR AFTER THE INTEGRATION OF SIX SUBURBAN SCHOOLS. THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITY WAS ADMINISTERED BEFORE AND AFTER SCHOOL REASSIGNMENT TO PUPILS IN (1) THE PREDOMINANTLY NEGRO URBAN SENDING SCHOOL, (2) THE PARTIALLY NEGRO (50 PERCENT) NON-SENDING COMPARISON SCHOOL IN THE SAME AREA, AND (3) THE SUBURBAN RECEIVING SCHOOLS. IT WAS FOUND THAT THE REASSIGNMENT PROGRAM HAD NO NOTICEABLE EFFECT ON THE SENDING SCHOOL PUPILS, WHO CONTINUED AS BEFORE TO SCORE LOWER THAN THEIR SUBURBAN COUNTERPARTS. HOWEVER, THE PROGRAM SEEMED TO HAVE NO NEGATIVE EFFECT ON THE LANGUAGE PERFORMANCE OF CHILDREN FROM EITHER THE SENDING OR RECEIVING SCHOOLS. CHILDREN ORIGINALLY IN THE RECEIVING SCHOOLS MAINTAINED AND EVEN IMPROVED THEIR PERFORMANCE LEVEL ON THE LANGUAGE SCALES. SPECIFICALLY, THE AVERAGE GAIN IN RAW SCORE POINTS ACROSS ALL THE TEST SUBSCALES WAS PLUS 2.9 FOR THE CHILDREN FROM THE SENDING SCHOOL GROUP, PLUS 2.8 FOR THE COMPARISON SCHOOL GROUP, AND PLUS 3.7 FOR THE RECEIVING SCHOOLS GROUP. THE GREATEST GAIN FOR THE SENDING SCHOOL GROUP WAS 4.4 POINTS ON THE AUDITORY DECODING SUBSCALE. THE COMPARISON AND THE RECEIVING SCHOOLS GROUPS BOTH GAINED MOST ON THE MOTOR ENCODING SUBTEST, 4.1 AND 8.3 RAW SCORE POINTS RESPECTIVELY. TABLES ARE APPENDED. (LB)

ED 015 218 UD 003 497

COLES, ROBERT
THE POOR DON'T WANT TO BE MIDDLE CLASS. CURRICULUM CONSULTATION SERVICE, NEW YORK, N.Y.
PUB DATE 65
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ATTITUDES, *ECONOMICALLY DISADVANTAGED, *MIDDLE CLASS, CULTURAL DIFFERENCES, ECONOMIC DISADVANTAGEMENT, INTERVIEWS, JOB CORPS, POVERTY PROGRAMS, VALUES.

THE POOR FEEL THAT MEMBERS OF THE MIDDLE CLASS, INCLUDING CIVIL RIGHTS AND POVERTY WORKERS, DO NOT TRULY UNDERSTAND THE UNENDING STRUGGLE FOR SURVIVAL WHICH CHARACTERIZES A LIFE OF POVERTY. THE POOR DO NOT GLORY IN THEIR CONDITION AND ARE WILLING TO BE HELPED, BUT THEY ARE SUSPICIOUS OF AID WHICH SEEMS TO HUMILIATE THEM OR OF ANY PERSON WHO WOULD DELUDE THEM. CONVERSATIONS WITH THE POOR CLEARLY REFLECT THAT THEY ARE NOT RECEIVING THE AID THEY NEED. A GUARANTEED ANNUAL INCOME FOR THIS GROUP, FOR INSTANCE, WOULD RELIEVE SOME OF THEIR BASIC PROBLEMS. THE POOR MAY LACK THE MONEY AND WORK WHICH ARE READILY ACCESSIBLE TO THE MIDDLE CLASS, BUT THEY HAVE AN ATTITUDE OF HUMOR AND DISTRUST OF HYPOCRISY AND DISHONEST MORALITY WHICH THE MIDDLE CLASS WOULD

DO WELL TO ADOPT AS VALUES. REPRINTED BY CURRICULUM CONSULTATION SERVICE, 103 E. 125TH ST., NEW YORK, N.Y. 10035. COPYRIGHT 1965 BY THE NEW YORK TIMES CO., 14P. (NH)

ED 015 219 64 UD 004 192

TURNER, DAVID
EDUCATIONAL TECHNOLOGY AND THE DISADVANTAGED ADOLESCENT. EDUCATIONAL MEDIA COUNCIL INC., WASHINGTON, D.C.
REPORT NUMBER BR-5-0080-APPEND-B
PUB DATE MAY 67
CONTRACT OEC-5-16-032
EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS *COMMUNITY ROLE, *DISADVANTAGED YOUTH, *INSTRUCTIONAL MATERIALS, *INSTRUCTIONAL TECHNOLOGY, *MASS MEDIA, ADMINISTRATIVE CHANGE, CLASSROOM GAMES, EDUCATIONAL TELEVISION, INTERPERSONAL RELATIONSHIP, PROBLEM SOLVING, PROGRAMED INSTRUCTION, SCHOOL COMMUNITY RELATIONSHIP, SIMULATION, TEACHER ROLE.

SINCE THE CULTURALLY DISADVANTAGED STUDENT OFTEN MANIFESTS AN AVERSION TOWARD THE ACADEMIC AND HIGHLY INSTITUTIONALIZED EDUCATIONAL PROCESS WHICH NOW EXISTS, EDUCATORS MUST EXPLORE THE POSSIBILITIES INHERENT IN EDUCATIONAL TECHNOLOGY TO MAKE THIS PROCESS LESS FORMAL. PROGRAMED MATERIALS AND OTHER SELF-TUTORING DEVICES ADAPTED TO THE LEARNING NEEDS OF THE DISADVANTAGED YOUTH WILL CREATE A RESPONSIBLE AND RELIABLE LEARNING ENVIRONMENT VOID OF THE HUMAN AUTHORITY WHICH THIS STUDENT RESENTS. IN TIME, HOWEVER, THE DISADVANTAGED AND ALIENATED STUDENT MUST BE HELPED TO FIND HIS WAY BACK INTO THE HUMAN COMMUNITY OF LEARNERS. TO THIS END SOME HOPEFUL POSSIBILITIES ARE PROVIDED IN THE FORM OF SIMULATION GAMES IN WHICH GROUPS OF STUDENTS ENGAGE IN CO-OPERATIVE PROBLEM-SOLVING ACTIVITIES. WITHIN DISADVANTAGED NEIGHBORHOODS VISUAL AND PRINTED MEDIA MATERIALS MUST BE MADE AVAILABLE, AND NEIGHBORHOOD COMMUNICATIONS ENTERPRISES SHOULD BE ESTABLISHED. ALSO, EDUCATIONAL TELEVISION FACILITIES COULD BE EXPANDED TO INCLUDE SKILL DEVELOPMENT PROGRAMS AND PROGRAMS WHICH PORTRAY SUITABLE ADULT MODELS AND "HIGHER HORIZONS" EXPERIENCES. IN THESE PROGRAMS A DIRECT-LINE TELEPHONE SHOULD BE AVAILABLE TO THE AUDIENCE FOR "TALKING BACK" TO THE TELEVISION STUDIO. HOWEVER, TO MAKE THE SCHOOL LESS INSTRUCTIONAL, TO CHANGE THE "COMMUNITY-SCHOOL" INTO THE "SCHOOL-COMMUNITY," EXTENSIVE ADMINISTRATIVE, FINANCIAL, AND CURRICULAR CHANGES MUST BE MADE. IN PARTICULAR, THE CONTINUITY BETWEEN IN-SCHOOL AND OUT-OF-SCHOOL LEARNING EXPERIENCES MUST BE CAREFULLY ESTABLISHED. THIS ARTICLE IS APPENDIX B TO THE EDUCATIONAL MEDIA COUNCIL STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES. PART I-EDUCATION OF THE CULTURALLY DISADVANTAGED, FINAL REPORT. (LB)

ED 015 220 64 UD 004 194
FROST, JOE L.

EDUCATIONAL MEDIA AND THE INHUMAN CONDITION.

EDUCATIONAL MEDIA COUNCIL INC., WASHINGTON, D.C.

REPORT NUMBER BR-5-0080-PT-1-APPEND-D

PUB DATE MAY 67

CONTRACT OEC-5-16-032

EDRS PRICE MF-\$0.25 HC-\$0.88 20P.

DESCRIPTORS *CULTURAL ISOLATION, *CULTURALLY DISADVANTAGED, *ENVIRONMENTAL INFLUENCES, *MASS MEDIA, *SELF ACTUALIZATION, ARTS AND HUMANITIES ACT, BUSINESS RESPONSIBILITY, ECONOMIC OPPORTUNITY ACT, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, FEDERAL AID, HIGHER EDUCATION ACT OF 1965, HIGHER EDUCATION FACILITIES ACT, HUMAN DEVELOPMENT, INDIVIDUAL NEEDS, INSTRUCTIONAL MATERIALS, MULTIMEDIA INSTRUCTION, NATIONAL DEFENSE EDUCATION ACT, NEWS MEDIA, PROGRAMED INSTRUCTION, VOCATIONAL EDUCATION ACT.

SINCE THE DEFICITS OF THE DISADVANTAGED INDIVIDUAL ARE USUALLY INDUCED BY HIS ENVIRONMENT, IT IS ONLY THROUGH A POSITIVE MANIPULATION OF HIS TOTAL ENVIRONMENT THAT THESE DEFICITS CAN BE REMOVED. DISADVANTAGED GROUPS LIVE IN A WORLD ISOLATED FROM THE CULTURAL MAINSTREAM AND ARE, THUS, ALIENATED FROM THE EDUCATIONAL PROCESS AND FROM MIDDLE-CLASS COMMUNITY ORGANIZATIONS. ALSO, DISADVANTAGED FAMILIES LACK STANDARD INFORMATION ON FAMILY PLANNING, HEALTH, AND SANITATION MEASURES AND HAVE A LIMITED NUMBER OF ETHNIC SUCCESS MODELS AVAILABLE TO THEM. ONE METHOD OF INVOLVING AND MOTIVATING THE ALIENATED INDIVIDUAL IS THROUGH THE INTEGRATED USE OF COMMUNICATIONS MEDIA, INCLUDING PROGRAMED INSTRUCTION, TELEVISION, TELEWRITER, AND A COMMUNICATIONS SATELLITE SYSTEMS WHICH WOULD REDUCE THE COST OF NATIONWIDE EDUCATIONAL TELEVISION. COMMUNITY LIBRARY PROGRAMS, DIRECTED AND STAFFED BY PERSONS SENSITIVE TO THE NEEDS OF DISADVANTAGED GROUPS, MIGHT BE ESTABLISHED, AND THE DAILY DELIVERY OF NEWSPAPERS TO LOW-INCOME AREAS INSURED. IN ADDITION, ADVERTISING COMPANIES MIGHT CAMPAIGN TO PROMOTE EDUCATIONAL INVOLVEMENT WITHIN DISADVANTAGED GROUPS. FURTHERMORE, BUSINESS AND INDUSTRY MUST ASSUME A LARGE RESPONSIBILITY FOR RE-EDUCATING THE MASSES WHO HAVE BEEN DISPLACED BY INCREASING AUTOMATION. THE FEDERAL GOVERNMENT ALREADY CONTRIBUTES TO THE SUPPORT OF EDUCATIONAL MEDIA. HOWEVER, INSTRUCTIONAL PROGRAMS AND NEW MEDIA CANNOT ALONE ELIMINATE THE ENVIRONMENTAL CAUSES OF EDUCATIONAL DISADVANTAGEMENT. THIS ARTICLE IS APPENDIX D TO THE EDUCATIONAL MEDIA COUNCIL STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES., PART 1-EDUCATION OF THE CULTURALLY DISADVANTAGED, FINAL REPORT. (LB)

ED 015 221 64 UD 004 195
MATHEWS, VIRGINIA H. THOMPSON,
WENDAS.
MEDIA AND THE CULTURALLY DISADVANTAGED.
EDUCATIONAL MEDIA COUNCIL INC.,
WASHINGTON, D.C.

REPORT NUMBER BR-5-0080-PT-APPEND-E
PUB DATE MAY 67

CONTRACT OEC-5-16-032

EDRS PRICE MF-\$0.25 HC-\$1.20 28P.

DESCRIPTORS *CURRICULUM PLANNING, *DISADVANTAGED YOUTH, *INSTITUTES (TRAINING PROGRAMS), *INSTRUCTIONAL TECHNOLOGY, *PROJECTS, AUDIOVISUAL INSTRUCTION, AUDIOVISUAL PROGRAMS, DEMONSTRATION PROGRAMS, EDUCATIONAL TELEVISION, ELEMENTARY SCHOOL TEACHING PROJECT, FILMS, GUIDELINES, INSTRUCTIONAL MATERIALS, NDEA INSTIT. FOR TEACH. OF DISAD. YOUTH, PROGRAMED INSTRUCTION, PROJECT AWARE, PROJECT DISCOVERY, TEACHER EDUCATION, INSTRUCTIONAL MATERIALS, METHODS, AND CONTENT MUST BE RELEVANT TO THE NEEDS OF THE INDIVIDUAL LEARNER. THE VERBALLY HANDICAPPED STUDENT PARTICULARLY MAY BENEFIT FROM AUDIOVISUAL TECHNIQUES AND MATERIALS WHICH INVOLVE HIM IN CONCRETE, DIRECT LEARNING EXPERIENCES. UNFORTUNATELY, HOWEVER, EDUCATORS ARE NOT SUFFICIENTLY AWARE OF WHAT MATERIALS ARE AVAILABLE, HOW TO EVALUATE THEIR INTRINSIC WORTH, TO ELIMINATE THIS IGNORANCE AND TO IMPROVE THE INSTRUCTION OF DISADVANTAGED CHILDREN. THE ELEMENTARY SCHOOL TEACHING PROJECT EXAMINED SPECIFIC SCHOOL PROGRAMS AND ARRIVED AT A FUNCTIONAL "MODEL FOR DEVELOPING RELEVANT CONTENT FOR DISADVANTAGED CHILDREN." PROJECT AWARE, WHICH STUDIED AND ASSESSED PROGRAMS TO PREPARE SCHOOL PERSONNEL FOR WORKING WITH THE DISADVANTAGED, DEVELOPED SPECIFIC GUIDELINES FOR SUCH PROGRAMS, INCLUDING THE SUGGESTION THAT PARTICIPANTS BE SELECTED WHO HAVE POTENTIAL AS CHANGE AGENTS WITHIN THEIR OWN SCHOOLS. AMONG THE SUGGESTIONS OFFERED BY THE EDUCATIONAL MEDIA COUNCIL FOR THE DESIGN AND SELECTION OF INSTRUCTIONAL MATERIALS WAS THE RECOMMENDATION THAT CONTENT BE REALISTIC AND IDENTIFIABLE TO STUDENTS. THE USE OF FILMS, AS DEMONSTRATED IN A WASHINGTON, D.C. SCHOOL PROJECT, IS A PARTICULARLY EFFECTIVE INSTRUCTIONAL MEDIUM. FILMSTRIPS AND SLIDES; TAPES, "TALKING-TYPEWRITERS," AND EDUCATIONAL TELEVISION ARE ALSO VALUABLE TOOLS FOR TEACHING THE DISADVANTAGED. BUT WHILE PROGRAMED INSTRUCTION MAY BE USEFUL, IN A READING IMPROVEMENT PROJECT IT WAS FOUND THAT THE CHILDREN LACKED THE VOCABULARY AND GENERAL SKILLS TO MAKE OPTIMAL USE OF THE PROGRAMED TEXTS. THIS ARTICLE IS APPENDIX E TO THE EDUCATIONAL MEDIA COUNCIL STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES., PART 1-EDUCATION OF THE CULTURALLY DISADVANTAGED, FINAL REPORT. (LB)

ED 015 222 UD 004 381
BURNS, THOMAS J.
NEW HAMPSHIRE STATE EVALUATION REPORT-TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT.
NEW HAMPSHIRE STATE DEPT. OF EDUCATION, CONCORD
PUB DATE 07 DEC 66
EDRS PRICE MF-\$0.25 HC-\$2.28 56P.
DESCRIPTORS *EDUCATIONAL PRO-

GRAMS, *FEDERAL PROGRAMS, *PROGRAM EVALUATION, ACTION PROGRAMS (COMMUNITY), DROPOUT RATE, ESEA TITLE I, EVALUATION METHODS, INTERAGENCY COORDINATION, INTERSTATE PROGRAMS, NEW HAMPSHIRE, PRIVATE SCHOOLS, PROGRAM PLANNING, SCHOOL DISTRICTS, STATISTICAL DATA, STUDENT ENROLLMENT, TABLES (DATA), TEACHER AIDES, TEST INTERPRETATION.

THE FIRST PART OF THIS REPORT IS A DESCRIPTION OF THE ORGANIZATION AND OPERATION OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECTS IN NEW HAMPSHIRE. THE ACTIVITIES OF 100 PERCENT OF THE PROJECTS ARE REPORTED. INFORMATION ABOUT THE PROJECTS WAS EXCHANGED AMONG LOCAL SCHOOL DISTRICTS AND VISITS TO COMPARABLE SCHOOL DISTRICTS IN OTHER NEW ENGLAND STATES ARE BEING PLANNED. THERE ARE ALSO PLANS TO PRODUCE SIX TO 12 TELEVISION PROGRAMS ABOUT TITLE I PROJECTS. THE INDEPENDENT NEW ENGLAND EDUCATIONAL ASSESSMENT PROJECT HELPED TO SURVEY THE STATUS OF TEACHER AIDES IN THE NEW ENGLAND SCHOOLS AND TO DEVELOP A GUIDEBOOK FOR CHOOSING EFFECTIVE EVALUATION INSTRUMENTS AND METHODS. THE MAJOR PROBLEMS OF THE PROJECTS WERE LACK OF STAFF TO REVIEW PROPOSAL AND MISCONCEPTIONS ON THE LOCAL LEVEL ABOUT THE PURPOSES AND SCOPE OF THE PROJECTS AND ABOUT WHICH AGENCY CONTROLLED FUNDS. ALSO NEEDED WAS FELT FOR GREATER EXPERTISE AND SENSITIVITY ON THE PART OF EDUCATORS IN INTERPRETING TEST RESULTS. TITLE I PROJECTS WERE WELL COORDINATED WITH COMMUNITY ACTION PROGRAMS AFTER AN INITIAL FAILURE OF COMMUNICATION. THE COMPREHENSIVE ANALYSIS SECTION OF THE REPORT OFFERS DATA ON ALLOCATION DISTRIBUTION, ENROLLMENT, PROJECT AREAS, FUNDED ACTIVITIES, INNOVATIVE PROJECTS, WAYS OF INCREASING STAFF, AND MOST COMMONLY USED MEASURING INSTRUMENTS. A CHART ANALYZES EFFECTIVE ACTIVITIES AND METHODS BY GRADE LEVELS. THERE IS AN EXTENSIVE SECTION OF TABULAR DATA. (NH)

ED 015 223 24 UD 004 521
FOX, DAVID J. SCHWARZ, PEGGY M.
EFFECTIVE INTERACTION BETWEEN OLDER AND YOUNGER PUPILS IN AN ELEMENTARY SCHOOL "PEACE CORPS" PROJECT. FINAL REPORT.
CITY UNIV. OF NEW YORK, CITY COLL., SCH. OF EDUC.
REPORT NUMBER BR-6-8091
PUB DATE 37
CONTRACT, OEC-6-10-353
EDRS PRICE MF-\$0.50 HC-\$4.20 103P.
DESCRIPTORS *DISADVANTAGED YOUTH, *EXPERIMENTAL PROGRAMS, *IDENTIFICATION (PSYCHOLOGICAL), *PEER RELATIONSHIP, *SELF CONCEPT, ACADEMIC ACHIEVEMENT, ATTENDANCE, CALIFORNIA TEST OF PERSONALITY, CONTROL GROUPS, EXPERIMENTAL GROUPS, FRIENDSHIP, GRADE 2, GRADE 5, INTERVIEWS, IOWA TEST OF BASIC SKILLS, NEW YORK CITY, NEW YORK STATE PUPIL EVALUATION TEST, NEW YORK TEST OF GROWTH IN READING, PERSONAL ADJUSTMENT, SOCIAL ADJUSTMENT, STUDENT ATTITUDES, STUDENT BEHAVIOR, TABLES (DATA), TEACHER RATING, TESTS.

THIS REPORT IS AN EVALUATION OF A PROGRAM WHICH PAIRED STUDENTS FROM TWO "SLOW" SECOND-GRADE CLASSES IN A HARLEM ELEMENTARY SCHOOL WITH STUDENTS IN TWO HIGH ACHIEVEMENT FIFTH-GRADE CLASSES. THESE PUPILS LUNCHED TOGETHER WEEKLY AND PLAYED TOGETHER AFTERWARD. ONCE A WEEK THEY MET FOR DIRECTED CLASSROOM ACTIVITIES. ALSO THEY WENT ON SCHOOL TRIPS TOGETHER, ATTENDED ONE ANOTHER'S SCHOOL ASSEMBLIES, AND WERE ENCOURAGED TO EXCHANGE GREETING CARDS AND OTHER TOKENS OF FRIENDSHIP. IT WAS HYPOTHESIZED THAT THE SECOND-GRADERS, HAVING THEIR NEED TO IDENTIFY WITH A SUCCESSFUL MODEL FULFILLED, WOULD SHOW AN INCREASE IN MOTIVATION, ACHIEVEMENT, PERSONAL AND SOCIAL ADJUSTMENT, AND POSITIVE SCHOOL BEHAVIOR AND RELATED ATTITUDES. EVALUATION PROCEEDED ON THE BASIS OF TEACHERS' RATINGS, INDIVIDUAL INTERVIEWS, SCHOOL ATTENDANCE, AND STANDARDIZED TESTS. TWO CONTROL GROUPS WERE ESTABLISHED FROM THE SECOND- AND FIFTH-GRADE CLASSES. THE RESULTS OF THE STUDY SHOWED THAT THE SECOND-GRADERS IMPROVED IN SCHOOL ATTENDANCE AND READING ACHIEVEMENT. HOWEVER, DATA RELEVANT TO SOCIAL AND PERSONAL ADJUSTMENT WERE NOT CONSISTENTLY SUPPORTIVE. MOREOVER, ALTHOUGH THE JUNE 1966 TEACHERS' RATINGS AND THE INDIVIDUAL INTERVIEWS INDICATED THAT THE PUPILS HAD GENERALLY IMPROVED SINCE SEPTEMBER, THE JANUARY 1967 TEACHERS' RATINGS OF THE PUPILS (THEN IN THIRD GRADE) WERE NEGATIVE, ESPECIALLY IN RELATION TO PEER GROUP AND CLASSROOM PARTICIPATION. POSSIBLY THE SOMEWHAT TUTORIAL RELATIONSHIP BETWEEN THE OLDER AND YOUNGER CHILDREN INHIBITED THE YOUNGER CHILDREN'S ABILITY TO PARTICIPATE IN PEER-GROUPS SITUATIONS. FURTHER CONTROLLED TESTING IN THIS AREA IS NEEDED. APPENDICES INCLUDE A RESEARCH PAPER WHICH DISCUSSES THE PROGRAM IN TERMS OF THE PARTICIPATING FIFTH-GRADERS, AND OTHER RELEVANT DATA. (LB)

ED 015 224 UD 004 649

NEIDT, CHARLES O. FRENCH, JOSEPH L. GUIDE TO EVALUATION OF TITLE I PROJECTS. DRAFT INFORMATION COPY.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

PUB DATE OCT 66

EDRS PRICE MF-\$0.50 HC-\$4.88 120P.

DESCRIPTORS *DATA ANALYSIS, *EDUCATIONAL PROGRAMS, *EVALUATION METHODS, *EVALUATION TECHNIQUES, *GUIDELINES, DATA COLLECTION, ESEA TITLE I, FEDERAL PROGRAMS, MEASUREMENT INSTRUMENTS, PROGRAM EVALUATION, PROGRAM PROPOSALS, STATISTICAL ANALYSIS, TABLES (DATA).

THESE GUIDELINES ARE FOR THE USE OF LOCAL EDUCATIONAL AGENCIES IN COLLECTING DATA AND FORMULATING DESIGNS TO EVALUATE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECTS FOR DISADVANTAGED PUPILS. PROVISIONS FOR EVALUATION ARE A REQUIRED PART OF EACH PROJECT PROPOSAL, AND EVALUATIVE DATA REPORTED AT THE LOCAL LEVEL ARE SYNTHESIZED AND DISSEMINATED AT STATE AND FEDERAL LEVELS. AS NOTED

IN THE GUIDELINES, EVALUATION OF THE EDUCATIONAL ATTAINMENT OF PUPILS PARTICIPATING IN TITLE I ACTIVITIES SHOULD BE IN TERMS OF THE STATED PROGRAM OBJECTIVES AND BEHAVIORAL OUTCOMES, AND THE OBJECTIVES OF A COMPREHENSIVE EVALUATION SHOULD INCLUDE NOT ONLY THE MEASUREMENT OF COGNITIVE ACHIEVEMENTS BUT ALSO OF SOCIAL, EMOTIONAL, AND DEVELOPMENTAL CHANGES. THE EVALUATION DESIGN MAY UTILIZE COMPARISON DATA DERIVED WITHIN THE PROJECT GROUP OR DATA BASED ON VARIOUS FORMS OF EXTERNAL CONTROL GROUPS. THE GUIDELINES DISCUSS DESIRABLE CHARACTERISTICS OF TESTS AND THE USE OF STANDARDIZED TESTS AND SUPPLEMENTARY EVALUATIVE TECHNIQUES. THEY ALSO DESCRIBE SEVERAL PROCEDURES FOR ANALYZING EVALUATION DATA. AMONG THE VARIOUS POSSIBLE PITFALLS IN EVALUATION WHICH ARE DESCRIBED AS HAVING SPECIFIC IMPLICATIONS FOR TITLE I EVALUATIONS IS THE FAILURE TO USE SUFFICIENTLY SENSITIVE EVALUATION INSTRUMENTS. THE GUIDELINES INCLUDE A CONTENT OUTLINE OF AN EXEMPLARY FINAL EVALUATION REPORT, A GLOSSARY OF EVALUATION TERMS, AND A LISTING OF TEST PUBLISHERS AND SELECTED REFERENCES ON MEASUREMENT AND RELATED SUBJECTS. APPENDICES CONSIST OF PORTIONS OF FIVE EVALUATION SCALES. (LB)

ED 015 225 UD 004 693

HALVORSEN, MARCIAL.

AN ANALYSIS AND INTERPRETATION OF DATA ON THE SOCIAL CHARACTERISTICS OF RESIDENTS OF "VINE CITY"—A NEGRO SLUM GHETTO WITHIN THE CITY OF ATLANTA, GEORGIA. FINAL REPORT.

SPELMAN COLL., ATLANTA, GA.

REPORT NUMBER BR-6-8162

PUB DATE 15 JUN 67

CONTRACT OEC-2-6-068162-0523

EDRS PRICE MF-\$0.50 HC-\$2.60 63P.

DESCRIPTORS *BEHAVIOR PATTERNS, *DATA ANALYSIS, *ECONOMIC DISADVANTAGEMENT, *NEGROES, *SOCIAL CHARACTERISTICS, ACTIVITIES, ATLANTA, CITIZEN PARTICIPATION, COMMUNITY SURVEYS, EDUCATION, EMPLOYMENT, FAMILY INCOME, FAMILY STRUCTURE, GEORGIA, GHETTOS, HEALTH, HOUSING, INTERVIEWS, POLITICAL ATTITUDES, SOCIAL ATTITUDES, SOCIAL CLASS, STATISTICAL ANALYSIS, TABLES (DATA).

IN THIS REPORT DATA DESCRIBING THE SOCIAL CHARACTERISTICS OF RESIDENTS OF "VINE CITY," A NEGRO SLUM IN ATLANTA, GEORGIA, ARE STATISTICALLY SUMMARIZED AND ANALYZED. ONE HUNDRED AND THIRTY-SIX PERSONS, MOSTLY WOMEN, REPRESENTING 11 PERCENT OF "VINE CITY'S" FAMILY POPULATION, WERE INTERVIEWED BY STUDENTS AT A NEARBY COLLEGE. THE INTERVIEW TOPICS, AROUND WHICH THE REPORT IS ORGANIZED, WERE—FAMILY STRUCTURE, HOUSING, EDUCATION, HEALTH, BUDGET AND SPENDING, INCOME AND EMPLOYMENT, POLITICAL BEHAVIOR AND ATTITUDES TOWARDS AGENCIES OF AUTHORITY, SOCIAL ACTIVITIES, DEVIANT BEHAVIOR, AND SOCIAL CLASS IDENTIFICATION. IT WAS FOUND THAT INCOME LEVELS ARE OFTEN BELOW NATIONAL POVERTY FIGURES. SCHOOL DROPOUT RATES ARE HIGH, AND EMPLOYMENT IS EITHER MENIAL OR UNCERTAIN. MORE HOMES ARE HEADED BY WOMEN THAN NATIONAL STATISTICS WOULD INDICATE.

POOR HOUSING AT EXORBITANT RENTS, HIGH-PRICED, LOW QUALITY MERCHANDISE IN NEIGHBORHOOD STORES, AND INADEQUATE RECREATIONAL FACILITIES ADD TO THE GENERAL IMPOVERISHMENT OF THE COMMUNITY RESIDENTS. AGENCIES WHICH REPRESENT AUTHORITY ARE VIEWED WITH HOSTILITY, AND CONFLICT WITH THE LAW IS COMMON. FEW PEOPLE BOTHER TO VOTE. BECAUSE THE POOR WITHDRAW AND DO NOT PARTICIPATE IN SOCIETY, THEY BECOME DEPENDENT ON THE DECISIONS AND POLICIES OF AN OUTSIDE AUTHORITY AND UNABLE TO CONTROL THEIR OWN AFFAIRS. FOR THE WAR ON POVERTY TO BE EFFECTIVE, THERE SHOULD BE MAJOR CHANGES IN POWER RELATIONSHIPS SO THAT THE POOR CAN HAVE GREATER CONTROL OVER THEIR OWN AFFAIRS. (LB)

ED 015 226 UD 004 705

SAFA, HELENICKEN

AN ANALYSIS OF UPWARD MOBILITY IN LOW-INCOME FAMILIES—A COMPARISON OF FAMILY AND COMMUNITY LIFE AMONG AMERICAN NEGRO AND PUERTO RICAN POOR. SYRACUSE UNIV., N.Y. YOUTH DEVELOPMENT CENTER

REPORT NUMBER BR-5-8381

PUB DATE JUN 67

CONTRACT OEC-6-10-311

EDRS PRICE MF-\$0.75 HC-\$6.48 160P.

DESCRIPTORS *FAMILY (SOCIOLOGICAL UNIT), *NEGROES, *PUERTO RICANS, *SOCIAL ISOLATION, *SOCIAL MOBILITY, CITIZEN PARTICIPATION, COMMUNITY RELATIONS, FAMILY LIFE, FAMILY ROLE, FAMILY STRUCTURE, GHETTOS, INSTITUTIONS, LOW INCOME GROUPS, MARRIAGE, NEW YORK, PUBLIC HOUSING, PUERTO RICO, RACIAL DISCRIMINATION, SAN JUAN, SYRACUSE.

A STUDY WAS CONDUCTED TO ANALYZE THE SOCIAL ISOLATION AND UPWARD MOBILITY OF FAMILIES LIVING IN A SHANTY TOWN AND A PUBLIC HOUSING PROJECT IN PUERTO RICO, AND OF NEGRO FAMILIES IN A GHETTO IN SYRACUSE, NEW YORK. DATA WERE COLLECTED BY MEANS OF PARTICIPANT OBSERVERS AND INTERVIEW SCHEDULES. IT WAS FOUND THAT THE POOR DO NOT LIVE IN A SUBCULTURE DEFINED BY A PARTICULAR VALUE SYSTEM, BUT RATHER THAT THEY DO NOT ENTER THE LARGER DOMINANT SOCIETY BECAUSE THEY LACK OPPORTUNITIES AND BECAUSE THEY DO NOT HAVE A SUPPORTIVE NEIGHBORHOOD ENVIRONMENT. IN PUERTO RICAN SOCIETY UPWARD MOBILITY IS NOT IMPEDED BY RACIAL BARRIERS, AS IT IS IN THE UNITED STATES, AND THE LOW-INCOME PUERTO RICAN CAN MORE RAPIDLY ACHIEVE A HIGHER STATUS. IN THE UNITED STATES RACIAL EXCLUSION HAS DISORGANIZED THE NEGRO HOME AND COMMUNITY AND HAS CAUSED IDENTITY PROBLEMS FOR THE NEGRO, WHOSE HOSTILITY IS OFTEN TURNED INTO ACTS OF DESTRUCTION AGAINST THE COMMUNITY ITSELF. IN CONTRAST WITH THE PUERTO RICAN HOUSING PROJECT COMMUNITY AND THE NEGRO GHETTO, IN THE PUERTO RICAN SHANTY TOWN COMMUNITY SOLIDARITY AND PRIDE ARE FOSTERED BY THE EXISTENCE OF A LOCAL LEADERSHIP, AND THE MALE PLAYS A DISTINCT ROLE IN THE FAMILY AND THE COMMUNITY. THE HOUSING PROJECT AND THE GHETTO COMMUNITIES DEPEND ON OUTSIDE AGENCIES TO MAINTAIN SOCIAL CONTROL IN THE NEIGH-

ORHOOD. TO PROMOTE ASSIMILATION, POLICY MAKERS SHOULD ENCOURAGE THE PARTICIPATION OF THE POOR IN LOCAL AFFAIRS. TABLES ARE INCLUDED. (LB)

ED 015 227 UD 004 731

GOSS, DALE LITTLE, ELMO
A PROFILE OF THE SEATTLE PUBLIC SCHOOLS' NEW BEACON LEARNING CENTER, A SCHOOL PROPOSED FOR THE CONTINUOUS EDUCATIONAL PROGRESS OF CHILDREN IN GRADES FOUR THROUGH SEVEN.

SEATTLE PUBLIC SCHOOLS, WASH.

PUB DATE FEB 67

EDRS PRICE MF-\$0.25 HC-\$1.76 42P.

DESCRIPTORS *DECENTRALIZED SCHOOL DESIGN, *EDUCATIONAL COMPLEXES, *INDIVIDUALIZED PROGRAMS, *INTERMEDIATE GRADES, *MODELS, COMMUNITY RESOURCES, EDUCATIONAL EQUIPMENT, EDUCATIONAL FACILITIES, EDUCATIONAL INNOVATION, EDUCATIONAL RESOURCES, GROUPING (INSTRUCTIONAL PURPOSES), INSTRUCTIONAL STAFF, NEW BEACON LEARNING CENTER, SCHOOL ORGANIZATION, SEATTLE, STAFF UTILIZATION, STUDENT ENROLLMENT, STUDENT EVALUATION, STUDENT TRANSPORTATION, WASHINGTON.

THIS PROFILE OF THE NEW BEACON LEARNING CENTER, AN EXPERIMENTAL SCHOOL, DESCRIBES THE "CONTINUOUS PROGRESS CONCEPT," A PLAN TO IMPROVE EDUCATIONAL QUALITY AND RACIAL BALANCE, PROPOSED HERE FOR THE INTERMEDIATE GRADES. SEVERAL NEIGHBORHOOD SCHOOLS WOULD PROVIDE THE STUDENT POPULATION OF THIS EDUCATIONAL COMPLEX. THE SIZE OF THE CENTER WOULD MAKE IT POSSIBLE TO OFFER SUCH SPECIALIZED FEATURES AS AN INDIVIDUALIZED APPROACH TO STUDENTS, SHARED EQUIPMENT, EXTENSIVE AND DIVERSIFIED INSTRUCTIONAL SERVICES, OPERATIONAL ECONOMY, AND MORE EFFICIENT STAFF UTILIZATION. TO COUNTERACT IMPERSONALITY AND LOSS OF IDENTITY, THE CENTER WOULD HAVE A DECENTRALIZED ORGANIZATION, AND STUDENTS WOULD BELONG TO UNITS WHICH HAVE THEIR OWN CORE OF TEACHERS, SPACE, AND SPECIAL SERVICES AND RESOURCES. THE PROFILE SPECIFICALLY DISCUSSES THE ORGANIZATION OF THE FACILITIES, SPECIAL RESOURCES WHICH WOULD BE INCORPORATED, OPERATIONS POLICIES, STAFF, AND PARTICIPATING SCHOOLS. ALSO DESCRIBED ARE THE CHARACTERISTICS OF THE PUPIL POPULATION, THE CENTER'S ORGANIZATIONAL STRUCTURE, THE COMMUNITY RESOURCES, SOME METHODS FOR EVALUATING PUPIL PROGRESS, AND THE TRANSPORTATION ARRANGEMENTS. ONE SECTION DEALS WITH ABILITY GROUPING AND ITS RELATIONSHIP TO ACHIEVEMENT. TABLES, CHARTS, AND SITE PLANS PRESENT VARIOUS FEATURES OF THE PROPOSED CENTER. (NH)

ED 015 228 24 UD 004 950

MCCLOSKEY, ELINOR F.
URBAN DISADVANTAGED PUPILS, A SYNTHESIS OF 99 RESEARCH REPORTS.

NORTHWEST REGIONAL EDUCATIONAL LAB., PORTLAND, ORE

REPORT NUMBER BR-6-2871

PUB DATE FEB 67

CONTRACT OEC-4-7-062871-3059

EDRS PRICE MF-\$0.50 HC-\$2.44 59P.

DESCRIPTORS *ATTITUDES, *DISAD-

VANTAGED YOUTH, *EDUCATIONAL NEEDS, *INDIVIDUAL CHARACTERISTICS, *RESEARCH REVIEWS (PUBLICATIONS), ACADEMIC PERFORMANCE, ECONOMIC DISADVANTAGEMENT, EDUCATIONAL FACILITIES, ENVIRONMENTAL INFLUENCES, FAMILY LIFE, HOUSING, LIMITED EXPERIENCE, PSYCHOLOGICAL CHARACTERISTICS, SELF CONCEPT, SLUM ENVIRONMENT, SLUM SCHOOLS, STUDENT BEHAVIOR, TEACHER ATTITUDES, TEACHER CHARACTERISTICS.

THIS DESCRIPTION OF THE CHARACTERISTICS AND EDUCATIONAL NEEDS OF URBAN DISADVANTAGED PUPILS IS A SYNTHESIS OF 99 RESEARCH REPORTS. THE RESEARCH SUGGESTS THAT SUCH CHILDREN LIVE IN A WORLD OF ISOLATION, LIMITED EXPERIENCE, AND REJECTION. HOUSING CONDITIONS, A DEMORALIZING NEIGHBORHOOD, AND A DISORGANIZED FAMILY LIFE ALL CONTRIBUTE TO THE DISADVANTAGED CHILD'S GENERAL IMPOVERISHMENT. THE ENVIRONMENT AFFECTS THE CHILD'S HEALTH, ATTITUDES, AND VALUES, AND HE DEVELOPS FEELINGS OF INADEQUACY AND ANTAGONISM. THESE ATTITUDES, AS WELL AS THE DISADVANTAGED PUPIL'S UNCERTAINTY ABOUT THE VALUE OF AN EDUCATION, ARE CARRIED INTO THE CLASSROOM AND AFFECT HIS ACADEMIC PERFORMANCE. WHILE NEGRO GIRLS GENERALLY ACHIEVE BETTER THAN NEGRO BOYS, THE READING ACHIEVEMENT AND I.Q. SCORES OF ALL DISADVANTAGED PUPILS REFLECT SERIOUS CUMULATIVE RETARDATION. THESE SCORES ARE A REFLECTION OF THE CHILD'S EARLY EXPERIENCES RATHER THAN A MEASURE OF HIS POTENTIAL. MOREOVER, DISADVANTAGED PUPILS ARE NEGATIVELY INFLUENCED BY INADEQUATE EDUCATIONAL FACILITIES AND INSTRUCTIONAL MATERIALS. SLUM SCHOOLS ARE UNDERSTAFFED AND HAVE A HIGH RATE OF TEACHER TURNOVER, AND TEACHERS ARE OFTEN INEXPERIENCED AND UNPREPARED FOR WORK WITH THE DISADVANTAGED. FINALLY, RECENT STUDIES HAVE SHOWN THAT TEACHERS' EXPECTATIONS AND PERCEPTIONS OF PUPILS DIFFER FOR WHITE AND NEGRO CHILDREN, AND FOR CHILDREN OF DIFFERENT SOCIAL CLASSES. PERCEIVED BY THE TEACHERS AS INTELLECTUALLY LIMITED AND MISBEHAVING, THE LOWER-CLASS CHILD WILL SUBSEQUENTLY ACHIEVE LESS AND BEHAVE LESS SATISFACTORILY. (LB)

ED 015 229

UD 004 951

HUGHES, JOHN F.

THE FIRST YEAR OF TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. STATISTICAL REPORT.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

PUB DATE 66

EDRS PRICE MF-\$0.50 HC-\$3.72 91P.

DESCRIPTORS *EDUCATIONAL PROGRAMS, *EXPENDITURES, *STATISTICAL SURVEYS, *STUDENT ENROLLMENT, *TABLES (DATA), CURRICULUM, DATA, DISADVANTAGED YOUTH, ESEA TITLE I, FEDERAL AID, GEOGRAPHIC LOCATION, HANDICAPPED STUDENTS, INSTRUCTIONAL PROGRAM DIVISIONS, INSTRUCTIONAL STAFF, PAROCHIAL SCHOOLS, PERSONNEL, PRIVATE SCHOOLS, PROGRAM CONTENT, PROJECTS, SCHOOL SERVICES.

PRESENTED IS A STATISTICAL SUMMARY OF THE FIRST-YEAR ACTIVITIES OF PROJECTS FOR EDUCATIONALLY DISADVANTAGED CHILDREN FUNDED UNDER

TITLE I OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT. DETAILED TABULAR DATA ARE GIVEN FOR PROJECTS IN THE 50 STATES, DISTRICT OF COLUMBIA, AND THREE TERRITORIES. SELECTED DATA ARE INCLUDED FOR 32 LARGE CITIES. OF THE \$1.19 BILLION FUNDED FOR TITLE I PROJECTS FOR THE FISCAL YEAR 1966, \$987.6 MILLION WAS EXPENDED. PROGRAMS FOR DISADVANTAGED CHILDREN WHICH WERE OPERATED BY LOCAL EDUCATIONAL AGENCIES (LEA) WERE ALLOCATED \$1.16 BILLION, OF WHICH \$970 MILLION WAS SPENT. PROGRAMS FOR HANDICAPPED CHILDREN WHICH WERE OPERATED BY STATE AGENCIES RECEIVED \$15.9 MILLION AND SPENT ABOUT \$11.2 MILLION. ABOUT \$6.5 MILLION WAS SPENT OF THE \$12.5 MILLION ALLOCATED FOR STATE ADMINISTRATION OF TITLE I PROJECTS. OF THE APPROXIMATELY 8.3 MILLION CHILDREN WHO PARTICIPATED IN THE FIRST-YEAR TITLE I PROJECTS, 60 PERCENT WERE ENROLLED IN ELEMENTARY SCHOOL, AND 6 PERCENT WERE NONPUBLIC SCHOOL CHILDREN. ABOUT 200,500 NEW TEACHING POSITIONS, TWO-THIRDS OF WHICH WERE FOR THE ELEMENTARY GRADES, WERE REQUIRED TO OPERATE TITLE I PROJECTS. IN ADDITION, ABOUT 181,200 OTHER STAFF POSITIONS WERE REQUIRED. A TOTAL OF 22,000 PROJECTS WERE OPERATED BY 17,500 SCHOOL DISTRICTS. ALMOST 70 PERCENT OF THESE PROJECTS HAD READING OR ENGLISH COMPONENTS. EXTENSIVE TABLES OFFER INFORMATION ABOUT EXPENDITURES, ENROLLMENT, AND STAFF IN THE VARIOUS PROGRAMS. (LB)

ED 015 230 08 UD 005 023

HANKIN, EDWARD K. AND OTHERS

THE DEVELOPMENT OF PRE-VOCATIONAL EDUCATION LITERACY COURSES FOR USE WITH COMPUTER ASSISTED INSTRUCTION OF DISADVANTAGED YOUTH AND ADULTS. TECHNICAL PROGRESS REPORT.

FLORIDA ST. UNIV., TALLAHASSEE

REPORT NUMBER BR-6-1458-PR-1

PUB DATE 15 SEP 66

GRANT OEG-2-6-001458-1540

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *COMPUTER ASSISTED INSTRUCTION, *DISADVANTAGED YOUTH, *PREVOCATIONAL EDUCATION, ARITHMETIC, ILLITERATE ADULTS, LITERACY EDUCATION, PROGRAMED MATERIALS, READING INSTRUCTION, RETARDED CHILDREN.

THIS TECHNICAL PROGRESS REPORT COVERS THE FIRST THREE MONTHS OF A PROJECT TO DEVELOP COMPUTER ASSISTED PREVOCATIONAL READING AND ARITHMETIC COURSES FOR DISADVANTAGED YOUTHS AND ADULTS. DURING THE FIRST MONTH OF OPERATION, PROJECT PERSONNEL CONCENTRATED ON SUCH ADMINISTRATIVE MATTERS AS TRAINING STAFF AND PREPARING FACILITIES. AN ARITHMETIC PROGRAM WAS SUBSEQUENTLY WRITTEN TO TEACH COUNTING AND NUMBER READING, AND WAS ADMINISTERED TO 12 SUBJECTS WITH LOW ARITHMETIC ABILITY FROM A VOCATIONAL TRAINING PROJECT. DESPITE INITIAL UNCERTAINTIES ABOUT USING THE COMPUTER, THESE SUBJECTS HAD GENERALLY POSITIVE ATTITUDES ABOUT THEIR EXPERIENCE. WHEN THE PROGRAM WAS TRIED WITH NORMAL CHILDREN, MENTALLY RETARDED CHILDREN, AND UNDERGRADUATE STUDENTS, THE RETARDED

CHILDREN FOUND THE COURSE TOO DIFFICULT. DURING THE NEXT REPORTING PERIOD A GENERAL PROGRAM TO TEACH ADDITION WILL BE WRITTEN. FOR THE READING COURSE, SKILLS NECESSARY FOR THE VARIOUS READABILITY LEVELS HAVE BEEN OUTLINED AND PROGRAM OBJECTIVES HAVE BEEN CONSTRUCTED IN BEHAVIORAL TERMS. THE COURSE CONTAINS CONTENT AREAS AND MATERIALS OF HIGH INTEREST TO LEARNERS AND APPROPRIATE TO THEIR GENERAL KNOWLEDGE LEVEL. THE 40 EXERCISES AT EACH LEVEL WILL DEVELOP PREVOCATIONAL CONCEPTS AND ATTITUDES. AMONG THE ALREADY COMPLETED MATERIALS ARE LINEAR AND BRANCHING SUBSEQUENCES. ALTHOUGH AT PRESENT ONLY ABOUT HALF THE MATERIAL HAS BEEN WRITTEN FOR READABILITY LEVEL TWO, BY THE NEXT REPORTING PERIOD IT WILL BE COMPLETE, AND PART OF LEVEL THREE WILL BE FINISHED AND GIVEN TRIAL RUNS. (LB)

ED 015 231 VT 000 457

BERGSTROM, HOWARDE.

JOB PERFORMANCE OF YOUNG WORKERS IN RELATION TO SCHOOL BACKGROUND, A PILOT APPROACH TOWARD USING THE JOB ENVIRONMENT IN EVALUATING BOTH GENERAL AND VOCATIONAL EDUCATION.

EDUCATIONAL RESEARCH AND DEV. COUNCIL OF TWIN CITIES

PUB DATE 20 APR 66

EDRS PRICE MF-\$1.00 HC-\$8.76 217P.

DESCRIPTORS *GENERAL EDUCATION, *HIGH SCHOOL GRADUATES, *PERSONNEL EVALUATION, *VOCATIONAL EDUCATION, COMPARATIVE ANALYSIS, EMPLOYMENT LEVEL, GRADES (SCHOLASTIC), INDIVIDUAL CHARACTERISTICS, MALES, PILOT PROJECTS, PROGRAM EVALUATION.

THE PURPOSE OF THIS STUDY WAS TO EXPLORE WAYS OF USING THE WORK ENVIRONMENT TO APPRAISE THE EFFECTS OF PREEMPLOYMENT EDUCATION - BOTH GENERAL AND VOCATIONAL EDUCATION - ON SUBSEQUENT JOB SUCCESS. DATA WERE COLLECTED FROM AUGUST 1964 TO MAY 1965, AND CAME FROM THREE PRIMARY SOURCES - (1) TELEPHONE INTERVIEWS WITH 150 BOYS WHO GRADUATED FROM THREE DIFFERENT TYPES OF HIGH SCHOOLS IN 1963 BUT HAD OBTAINED FULL-TIME WORK INSTEAD OF CONTINUING THEIR FORMAL EDUCATION, (2) THEIR OFFICIAL SCHOOL RECORDS (CLASS RANK, GRADES IN ENGLISH AND VOCATIONALLY-ORIENTED SUBJECTS, ATTENDANCE RECORDS, AND SCORES IN INTELLIGENCE AND THE DIFFERENTIAL APITUDE TEST), AND (3) THE EMPLOYERS OF THE 150 BOYS WHO WERE INTERVIEWED BY THE INVESTIGATOR AT 123 PLACES OF EMPLOYMENT. EACH EMPLOYER DEFINED THE JOB AS BEING ON ONE OF FOUR LEVELS OF DIFFICULTY, AND INDICATED THE ORDER OF IMPORTANCE OF THREE CLUSTERS OF CHARACTERISTICS - (1) COMMUNICATION COMPETENCY (VALUED MOST IN 42 CASES), (2) PERSONAL ADEQUACY (VALUED MOST IN 91 CASES), AND (3) SKILLS UNIQUE TO THE JOB (VALUED MOST IN 17 CASES). BOYS FROM ALL THREE SCHOOLS WERE EQUALLY SUCCESSFUL IN OBTAINING JOBS RELATED TO THEIR TRAINING. ALTHOUGH NO SIGNIFICANT RELATIONSHIP EXISTED BETWEEN CLASS RANK IN SCHOOL AND RANK ON THE JOB, THE POOREST FOURTH OF GRADUATES HAD

SIGNIFICANTLY POORER EVALUATIONS ON EVERY MEASURE OF JOB SUCCESS. (SL)

ED 015 232 VT 000 632

LINTNER, J.H. BECKER, WILLIAM

COURSE OUTLINE FOR AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$1.52 36P.

DESCRIPTORS *AGRICULTURAL SUPPLY OCCUPATIONS, *COURSES, *PROGRAM DEVELOPMENT, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, CO-OPERATIVE EDUCATION, HIGH SCHOOLS, INSTRUCTIONAL MATERIALS.

TITLES OF MODULES, PURPOSES, TIME AND SUPPORTING EDUCATIONAL REQUIREMENTS, AND OPERATIONAL DETAILS OF A COURSE ARE GIVEN IN THIS PUBLICATION DESIGNED TO ASSIST STATE AND LOCAL VOCATIONAL EDUCATION LEADERS IN DEVELOPING PROGRAMS TO PREPARE HIGH SCHOOL STUDENTS FOR ENTRY AND ADVANCEMENT IN BUSINESSES WHICH SELL AGRICULTURAL SUPPLIES AND SERVICES TO FARMERS. UPON RECOMMENDATION OF A NATIONAL CONFERENCE, IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF DATA FROM STATE STUDIES AS PART OF A U.S. OFFICE OF EDUCATION FUNDED PROJECT. THE MODULES COVER (1) CAREER OPPORTUNITIES IN SALES, (2) ORIENTATION TO OCCUPATIONAL EXPERIENCE, (3) HUMAN RELATIONS, (4) SALESMANSHIP, (5) BUSINESS ORGANIZATION AND FUNCTIONS, (6) BUSINESS PROCEDURES, (7) FEED SALES AND SERVICE, (8) CROP, LAWN, AND GARDEN SEED SALES AND SERVICE, (9) FERTILIZER SALES AND SERVICE, (10) CHEMICAL SALES AND SERVICE, AND (11) MISCELLANEOUS SUPPLIES AND SMALL EQUIPMENT SALES AND SERVICE. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 632-000 644) FOR \$7.00 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM)

ED 015 233 VT 000 633

CAREER OPPORTUNITIES IN AGRICULTURAL SALES AND SERVICE. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 1.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$0.84 19P.

DESCRIPTORS *AGRICULTURAL SUPPLY OCCUPATIONS, *CAREER OPPORTUNITIES, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES OF MODULES DEVELOPED TO ASSIST TEACHERS TO PREPARE HIGH SCHOOL STUDENTS FOR AGRICULTURAL SUPPLY OCCUPATIONS, THIS GUIDE IS SPECIFICALLY FOR THE PURPOSE OF ORIENTING STUDENTS TO THE CAREER OPPORTUNITIES IN AGRICULTURAL SUPPLY. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF DATA FROM STATE STUDIES. THE FOUR SECTIONS ARE (1) OPPORTUNITIES FOR EMPLOYMENT, (2) SPECIFIC OCCUPAT-

IONS, (3) REQUIREMENTS FOR EMPLOYMENT AND ADVANCEMENT, AND (4) IDENTIFICATION OF PRODUCTS HANDLED IN AGRICULTURAL SUPPLY BUSINESSES. ACTIVITIES FOR INTRODUCING THE MODULE, MEANS OF EVALUATING OUTCOMES, INSTRUCTIONAL MATERIALS, AND REFERENCES ARE SUGGESTED. EACH SECTION INCLUDES SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS, AND REFERENCES. DESIGNED FOR 10 HOURS OF CLASS INSTRUCTION AND 10 HOURS OF OCCUPATIONAL EXPERIENCE, THE MATERIAL MAY BE USED BY TEACHERS EXPERIENCED IN AGRICULTURAL SUPPLY WITH STUDENTS INTERESTED IN ENTERING SUPPLY OCCUPATIONS. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 632-000 644) FOR \$7.00 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM)

ED 015 234 VT 000 634

ORIENTATION TO THE SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 2.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$0.96 22P.

DESCRIPTORS *AGRICULTURAL SUPPLY OCCUPATIONS, *COOPERATIVE EDUCATION, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS).

THE PURPOSE OF THIS GUIDE IS TO ASSIST TEACHERS IN PREPARING HIGH SCHOOL VOCATIONAL AGRICULTURE STUDENTS FOR THE AGRICULTURAL SUPPLY OCCUPATIONS BY ORIENTING THEM TO THE SUPERVISED OCCUPATIONAL EXPERIENCE PHASE OF THE COURSE. IT IS ONE OF A SERIES OF MODULES COMPRISING A COURSE DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF DATA FROM STATE STUDIES. OBJECTIVES OF THIS MODULE ARE TO DEVELOP UNDERSTANDING OF THE PURPOSE OF THE EXPERIENCE PROGRAM, AND TO DEVELOP WHOLESOME ATTITUDES TOWARD THE EXPERIENCE PROGRAM. SUGGESTIONS FOR INTRODUCING THE MODULE ARE GIVEN. SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS, AND REFERENCES FOR EACH OBJECTIVE ARE SUGGESTED. TEACHERS SHOULD HAVE A BACKGROUND IN AGRICULTURAL SUPPLY. TIME REQUIRED FOR THIS MODULE IS 5 HOURS. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 632-000 644) FOR \$7.00 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM)

ED 015 235 VT 000 635

HUMAN RELATIONS IN AGRICULTURAL OCCUPATIONS. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 3.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$1.64 39P.

DESCRIPTORS *AGRICULTURAL SUPPLY OCCUPATIONS, *COMMUNICATION (THOUGHT TRANSFER), *HUMAN RELATIONS, *TEACHING GUIDES, *VOCATIONAL

AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO HELP TEACHERS PREPARE HIGH SCHOOL STUDENTS FOR THE AGRICULTURAL SUPPLY OCCUPATIONS, THIS GUIDE AIMS TO DEVELOP IN THE STUDENT THE PERSONAL QUALITIES NECESSARY FOR ADVANCEMENT IN A BUSINESS. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. SUBJECT MATTER INCLUDES EMPLOYMENT OPPORTUNITIES AND PERSONAL QUALITIES, COMMUNICATIONS, AND HUMAN RELATIONS PROBLEM SOLVING, TEACHING-LEARNING ACTIVITIES, OCCUPATIONAL EXPERIENCES, INSTRUCTIONAL MATERIAL, REFERENCES, AND EVALUATING EDUCATIONAL OUTCOMES ARE SUGGESTED. TEACHERS SHOULD HAVE EXPERIENCE IN AGRICULTURAL SUPPLY. STUDENTS SHOULD HAVE AN OCCUPATIONAL GOAL IN AGRICULTURAL SUPPLY. SUGGESTED TIME ALLOTMENT IS 24 HOURS CLASS INSTRUCTION AND 12 HOURS OF OCCUPATIONAL EXPERIENCE. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 632-000 644) FOR \$7.00 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM).

ED 015 236 VT 000 636
AGRICULTURAL SALESMANSHIP. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 4.
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
PUB DATE AUG 65
EDRS PRICE MF-\$0.25 HC-\$1.04 24P.

DESCRIPTORS *AGRICULTURAL SUPPLY OCCUPATIONS, *SALESMANSHIP, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO HELP TEACHERS PREPARE HIGH SCHOOL STUDENTS FOR EMPLOYMENT IN AGRICULTURAL SUPPLY OCCUPATIONS, THIS MODULE AIMS TO DEVELOP STUDENT ABILITY TO MEET CUSTOMERS, PRESENT SUPPLIES AND SERVICES TO CUSTOMERS, OVERCOME RESISTANCE, AND CLOSE A SALE. IT WAS DESIGNED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH IN STATE STUDIES. SUGGESTIONS ARE INCLUDED FOR INTRODUCING THE MODULE. FOR EACH COMPETENCY, SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, REFERENCES, INSTRUCTIONAL MATERIALS, AND OCCUPATIONAL EXPERIENCES ARE SUGGESTED. THE TIME ALLOTMENT SUGGESTED IS 30 HOURS OF CLASS INSTRUCTION AND 36 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS SHOULD HAVE EXPERIENCE WITH AGRICULTURAL SUPPLY, AND STUDENTS SHOULD HAVE AN OCCUPATIONAL GOAL IN AGRICULTURAL SUPPLY. SUGGESTIONS ARE INCLUDED FOR EVALUATING OUTCOMES. THE SOURCES OF SUPPLEMENTAL MATERIALS ARE LISTED. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 632 - 000 644) FOR \$7.00 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM)

ED 015 237 VT 000 637
ORGANIZATIONS AND FUNCTIONS OF AGRICULTURAL BUSINESSES.

AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 5.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
PUB DATE AUG 65
EDRS PRICE MF-\$0.25 HC-\$1.20 28P.

DESCRIPTORS *AGRICULTURAL SUPPLY OCCUPATIONS, *BUSINESS, *ORGANIZATION, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES DESIGNED TO ASSIST TEACHERS TO PREPARE HIGH SCHOOL STUDENTS FOR AGRICULTURAL SUPPLY OCCUPATIONS, THIS MODULE AIMS TO DEVELOP STUDENT UNDERSTANDING OF THE FUNCTIONS AND ORGANIZATIONAL PATTERNS OF AGRICULTURAL SUPPLY BUSINESSES. IT WAS DESIGNED BY A NATIONAL TASK FORCE ON THE BASIS OF STATE STUDY DATA. UNITS ARE IMPORTANCE OF BUSINESS TO THE COMMUNITY, FUNCTIONS OF AN AGRICULTURAL SUPPLY BUSINESS, TYPES OF AGRICULTURAL SUPPLY BUSINESSES, AND ORGANIZATIONAL PATTERNS OF AGRICULTURAL SUPPLY BUSINESSES. MEANS OF INTRODUCING AND EVALUATING OUTCOMES, AND SOURCES OF INSTRUCTIONAL MATERIAL ARE SUGGESTED. EACH SECTION INCLUDES SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS, AND REFERENCES. IT IS DESIGNED FOR 12 HOURS OF CLASS INSTRUCTION AND 6 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS SHOULD HAVE AN AGRICULTURAL SUPPLY BACKGROUND AND STUDENTS AN OCCUPATIONAL GOAL IN THE FIELD. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 632 - 000 644) FOR \$7.00 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM)

ED 015 238 VT 000 638
BUSINESS PROCEDURES. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 6.
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
PUB DATE AUG 65
EDRS PRICE MF-\$0.25 HC-\$1.52 36P.

DESCRIPTORS *AGRICULTURAL SUPPLY OCCUPATIONS, *BUSINESS SKILLS, *TEACHING GUIDES, BIBLIOGRAPHIES, HIGH SCHOOLS, MERCHANDISING, UNITS OF STUDY (SUBJECT FIELDS), VOCATIONAL AGRICULTURE.

THE PURPOSE OF THIS MODULE, ONE OF A SERIES DEVELOPED TO ASSIST TEACHERS TO TRAIN HIGH SCHOOL STUDENTS FOR AGRICULTURAL SUPPLY OCCUPATIONS, IS TO DEVELOP ABILITY TO USE COMMON AGRICULTURAL BUSINESS PROCEDURES. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF DATA FROM STATE STUDIES. SECTIONS ARE (1) RECORDS IN BUSINESS, (2) SALES TICKETS AND CHANGE MAKING, (3) CREDIT IN BUSINESS, (4) DETERMINING SELLING PRICE, (5) BUSINESS FORMS FOR ORDERING AND RECEIVING, (6) TAKING INVENTORY OF STOCK, (7) RECEIVING AND STORING MERCHANDISE, AND (8) STOCK CONTROL POLICIES. EACH SECTION CONTAINS SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIAL, AND REFERENCES. SUGGESTIONS FOR INTRODUCING THE MODULE AND EVALUATING OUTCOMES ARE INCLUDED. TEACHERS WITH A BACKGROUND IN AGRICULTURAL SUPPLY MAY USE THE MATERIAL TO PLAN A UNIT FOR HIGH SCHOOL STUDENTS PLANNING TO ENTER THE FIELD. IT IS DESIGNED FOR 30 HOURS OF CLASSROOM INSTRUCTION AND 30 HOURS OF OCCUPATIONAL EXPERIENCE. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 632 - 000 644) FOR \$7.00 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM)

PLY MAY USE THE MATERIAL TO PLAN A UNIT FOR HIGH SCHOOL STUDENTS PLANNING TO ENTER THE FIELD. IT IS DESIGNED FOR 30 HOURS OF CLASSROOM INSTRUCTION AND 30 HOURS OF OCCUPATIONAL EXPERIENCE. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 632 - 000 644) FOR \$7.00 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM)

ED 015 239 VT 000 639
FEEDS SALES AND SERVICE. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 7.
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
PUB DATE AUG 65
EDRS PRICE MF-\$0.25 HC-\$1.92 46P.

DESCRIPTORS *AGRICULTURAL SUPPLY OCCUPATIONS, *FEED STORES, *MERCHANDISING, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, UNITS OF STUDY (SUBJECT FIELDS).

ONE OF A SERIES OF MODULES DESIGNED TO ASSIST TEACHERS IN PREPARING HIGH SCHOOL STUDENTS FOR AGRICULTURAL SUPPLY OCCUPATIONS, THIS GUIDE IS CONCERNED WITH UNDERSTANDINGS AND ABILITIES NEEDED IN THE RETAIL FEED BUSINESS. IT WAS DESIGNED BY A NATIONAL TASK FORCE ON THE BASIS OF DATA FROM STATE STUDIES. SECTIONS ARE (1) ECONOMICS OF LIVESTOCK FEEDING, (2) ANIMAL NUTRITION, (3) LIVESTOCK FEEDS AND THEIR VALUES, (4) REGULATIONS IN FORMULATING, LABELING, AND USING FEEDS, (5) GRAIN RATION FORMULATION, (6) FEED PREPARATION, AND (7) FEED MERCHANDISING METHODS AND TRENDS. DESIGNED FOR 36 HOURS OF CLASS INSTRUCTION, 12 HOURS OF LABORATORY EXPERIENCE, AND 48 HOURS OF OCCUPATIONAL EXPERIENCE, THE MATERIAL IS APPROPRIATE FOR USE BY TEACHERS WITH A BACKGROUND IN AGRICULTURAL SUPPLY AND STUDENTS WITH AN OCCUPATIONAL GOAL IN THAT FIELD. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 632 - 000 644) FOR \$7.00 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEN ROAD, COLUMBUS, OHIO 43212. (JM)

ED 015 240 VT 000 640
CROP, LAWN, AND GARDEN SEEDS SALES AND SERVICE. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 8.
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
PUB DATE AUG 65
EDRS PRICE MF-\$0.50 HC-\$3.20 78P.

DESCRIPTORS *AGRICULTURAL SUPPLIES, *AGRICULTURAL SUPPLY OCCUPATIONS, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, MERCHANDISING, UNITS OF STUDY (SUBJECT FIELDS).

THE PURPOSE OF THIS GUIDE IS TO ASSIST VOCATIONAL AGRICULTURE TEACHERS IN PREPARING HIGH SCHOOL STUDENTS FOR AGRICULTURAL SUPPLY OCCUPATIONS. ONE OF A SERIES, THIS MODULE WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF DATA FROM STATE STUDIES. THE SPECIFIC OBJECTIVE IS TO DEVELOP UNDERSTANDING AND ABILITY NEEDED TO

ENTER AND ADVANCE IN RETAIL FARM AND GARDEN SEED, PLANT, AND SUPPLY BUSINESSES. SECTIONS ARE (1) PRODUCT KNOWLEDGE, (2) PLANT MATERIALS, (3) PLANT MATERIAL PRODUCTION FACTORS, (4) VARIETAL NAMES AND CHARACTERISTICS, (5) TAG AND LABEL INTERPRETATION, (6) CUSTOMER SERVICES, (7) PRODUCT COMPARISON, (8) CATALOG INFORMATION, (9) BEAUTIFICATION AND PRODUCTION COSTS AND EXPECTATIONS, AND (10) CUSTOMER ASSISTANCE. SUGGESTIONS FOR INTRODUCING THE MODULE AND EVALUATING EDUCATIONAL OUTCOMES, AND SOURCES OF INSTRUCTIONAL MATERIAL ARE GIVEN. EACH SECTION INCLUDES SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, AND INSTRUCTIONAL AIDS AND REFERENCES. THE MODULE IS DESIGNED FOR 35 HOURS OF CLASS INSTRUCTION, 35 HOURS OF LABORATORY EXPERIENCE, AND 70 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS SHOULD HAVE A BACKGROUND IN AGRICULTURAL SUPPLY AND STUDENTS SHOULD HAVE AN OCCUPATIONAL GOAL IN THE FIELD. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 632 - 000 644) FOR \$7.00 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212 (JM)

ED 015 241 VT 000 641

FERTILIZERS SALES AND SERVICE. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 9.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
PUB DATE AUG 65

EDRS PRICE MF-\$0.50 HC-\$3.76 92P.

DESCRIPTORS *AGRICULTURAL SUPPLY OCCUPATIONS, *FERTILIZERS, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, MERCHANDISING, POST SECONDARY EDUCATION, SOIL SCIENCE, UNITS OF STUDY (SUBJECT FIELDS).

THE PURPOSE OF THIS GUIDE IS TO ASSIST TEACHERS IN PREPARING HIGH SCHOOL AND POST-HIGH SCHOOL STUDENTS FOR AGRICULTURAL SUPPLY OCCUPATIONS. ONE OF A SERIES, THIS MODULE WAS DEVELOPED ON THE BASIS OF STATE STUDIES BY A NATIONAL TASK FORCE. THE SPECIFIC OBJECTIVE IS TO PREPARE STUDENTS FOR ENTRY AND ADVANCEMENT IN FERTILIZER SALES AND SERVICE. SECTIONS ARE (1) ECONOMICS OF FERTILIZER USE, (2) PLANT NUTRITION, (3) SOIL PROPERTIES, (4) FERTILIZER CHARACTERISTICS, (5) FERTILIZER FORMULA INTERPRETATION, (6) SOIL SAMPLING AND FERTILITY NEEDS, (7) SOIL TEST INTERPRETATION, (8) FERTILIZER RECOMMENDATIONS, (9) FERTILIZER MANUFACTURING PRINCIPLES, (10) CUSTOMER SERVICE, (11) FERTILIZER MERCHANDISING, AND (12) FERTILIZER INDUSTRY TRENDS. INTRODUCTION AND EVALUATION TECHNIQUES AND SOURCES OF INSTRUCTIONAL MATERIALS ARE SUGGESTED. EACH SECTION INCLUDES SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL AIDS, AND REFERENCE SUGGESTIONS. TEACHERS SHOULD HAVE A BACKGROUND IN AGRICULTURAL SUPPLY AND STUDENTS SHOULD HAVE AN OCCUPATIONAL GOAL IN THE FIELD. THE MODULE IS DESIGNED FOR 24 HOURS OF CLASS INSTRUCTION, 26 HOURS OF LABORATORY EXPERIENCE, AND 50 HOURS OF OCCUPATIONAL EXPERIENCE. THIS DOCUMENT IS AVAILABLE FOR A LIMITED

PERIOD AS PART OF A SET (VT 000 632 - 000 644) FOR \$7.00 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212 (JM)

ED 015 242 VT 000 642

AGRICULTURAL CHEMICALS SALES AND SERVICE. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 10.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
PUB DATE AUG 65

EDRS PRICE MF-\$0.50 HC-\$2.76 67P.

DESCRIPTORS *AGRICULTURAL CHEMICAL OCCUPATIONS, *AGRICULTURAL SUPPLY OCCUPATIONS, *PESTICIDES, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, ENTOMOLOGY, HIGH SCHOOLS, MERCHANDISING, MERCHANDISING INFORMATION, POST SECONDARY EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

THE PURPOSE OF THIS GUIDE IS TO ASSIST TEACHERS IN PREPARING HIGH SCHOOL OR POST-SECONDARY STUDENTS FOR EMPLOYMENT IN AGRICULTURAL CHEMICAL SALE AND SERVICE. ONE OF A SERIES OF MODULES FOR AGRICULTURAL SUPPLY OCCUPATIONS, IT WAS DEVELOPED ON THE BASIS OF DATA FROM STATE STUDIES BY A NATIONAL TASK FORCE. APPLICABLE TO TWO LEVELS OF INSTRUCTION, THE MODULE INCLUDES SECTIONS ON (1) CHEMICALS IN AGRICULTURE, (2) PEST IDENTIFICATION, (3) PESTICIDE RECOMMENDATION RESPONSIBILITY, (4) PESTICIDE APPLICATION RECOMMENDATIONS, (5) CUSTOMER ADVICE ON CHEMICAL SAFETY, (6) LABEL AND LITERATURE INTERPRETATION, AND (7) CHEMICAL MERCHANDISING METHODS. SUGGESTIONS FOR INTRODUCING THE MODULE AND EVALUATING THE EDUCATIONAL OUTCOMES, AND SOURCES OF INSTRUCTIONAL MATERIALS ARE GIVEN. EACH SECTION INCLUDES SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL AIDS, AND REFERENCES. THE MODULE IS DESIGNED FOR 30 HOURS OF CLASS INSTRUCTION, 6 HOURS OF LABORATORY EXPERIENCE, AND 72 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS NEED A BACKGROUND AND STUDENTS AN OCCUPATIONAL GOAL IN THE FIELD. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 632 - 000 644) FOR \$7.00 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212 (JM)

ED 015 243 VT 000 643

PETROLEUM AND PETROLEUM PRODUCTS SALES AND SERVICE. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 11.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
PUB DATE AUG 65

EDRS PRICE MF-\$0.50 HC-\$4.36 107P.

DESCRIPTORS *AGRICULTURAL SUPPLY OCCUPATIONS, *FUELS, *LUBRICANTS, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, MERCHANDISING, UNITS OF STUDY (SUBJECT FIELDS).

THE PURPOSE OF THIS GUIDE IS TO ASSIST TEACHERS IN PREPARING HIGH SCHOOL AND POST-HIGH SCHOOL STUDENTS

FOR ENTRY AND ADVANCEMENT IN THE PETROLEUM PHASE OF AGRICULTURAL SUPPLY OCCUPATIONS. ONE OF A SERIES FOR AGRICULTURAL SUPPLY OCCUPATIONS, THIS MODULE WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF DATA FROM STATE STUDIES. SECTIONS ARE (1) FUEL SELECTION, (2) FUEL STORAGE, (3) MOTOR LUBRICATING OIL SELECTION, (4) GEAR, HYDRAULIC, AND LUBRICATING OILS AND GREASES, (5) HEATING OIL SELECTION, DELIVERY, AND STORAGE, (6) OTHER PRODUCTS, (7) CONTRACTUAL RELATIONSHIPS, (8) SAFETY, AND (9) TRUCK DRIVING. SUGGESTIONS FOR INTRODUCING THE MODULE AND EVALUATING THE EDUCATIONAL OUTCOMES, AND SOURCES OF INSTRUCTIONAL MATERIAL ARE GIVEN. EACH SECTION INCLUDES SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, AND INSTRUCTIONAL AIDS AND REFERENCES. TEACHERS SHOULD HAVE EXPERIENCE IN AGRICULTURAL SUPPLY, AND STUDENTS SHOULD HAVE AN OCCUPATIONAL GOAL IN THE FIELD. THE MATERIAL IS DESIGNED FOR 38 HOURS OF CLASS INSTRUCTION, 10 HOURS OF LABORATORY EXPERIENCE, AND 40 HOURS OF OCCUPATIONAL EXPERIENCE. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 632 - 000 644) FOR \$7.00 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212 (JM)

ED 015 244 VT 000 644

MISCELLANEOUS AGRICULTURAL SUPPLIES AND SMALL EQUIPMENT SALES AND SERVICE. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 12.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
PUB DATE AUG 65

EDRS PRICE MF-\$0.25 HC-\$1.52 36P.

DESCRIPTORS *AGRICULTURAL SUPPLIES, *AGRICULTURAL SUPPLY OCCUPATIONS, *EQUIPMENT, *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, HIGH SCHOOLS, MERCHANDISING, UNITS OF STUDY (SUBJECT FIELDS).

THE PURPOSE OF THIS GUIDE IS TO ASSIST TEACHERS IN PLANNING A UNIT ON THE SALE AND SERVICE OF MISCELLANEOUS EQUIPMENT AND SUPPLIES FOR HIGH SCHOOL STUDENTS PREPARING FOR AGRICULTURAL SUPPLY OCCUPATIONS. ONE OF A SERIES OF MODULES IN AGRICULTURAL SUPPLY, IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF STATE STUDIES. SECTIONS ARE (1) RANGE OF SUPPLIES AND EQUIPMENT CARRIED BY AGRICULTURAL SUPPLY BUSINESSES, (2) SPECIFIC CHARACTERISTICS OF SELECTED MISCELLANEOUS EQUIPMENT AND SUPPLIES, AND (3) SERVICES PROVIDED WITH MISCELLANEOUS EQUIPMENT AND SUPPLIES. SUGGESTIONS FOR INTRODUCING THE MODULE AND EVALUATING EDUCATIONAL OUTCOMES AND SOURCES OF INSTRUCTIONAL MATERIALS ARE GIVEN. EACH SECTION CONTAINS SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, AND INSTRUCTIONAL AIDS AND REFERENCES. TEACHERS SHOULD HAVE A BACKGROUND AND STUDENTS AN OCCUPATIONAL GOAL IN AGRICULTURAL SUPPLY. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET

(VT 000 632 - 000 644) FOR \$7.00 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (JM)

ED 015 245 VT 000 645
SUMMARY OF RESEARCH FINDINGS IN OFF-FARM AGRICULTURAL OCCUPATIONS.
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE AUG 65

EDRS PRICE MF-\$0.50 HC-\$2.76 92P.

DESCRIPTORS *AGRICULTURAL SKILLS, *OFF FARM AGRICULTURAL OCCUPATIONS, *VOCATIONAL AGRICULTURE, AGE, EDUCATIONAL NEEDS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT STATISTICS, EMPLOYMENT TRENDS, OCCUPATIONAL SURVEYS, RESIDENCE REQUIREMENTS, SALARIES.

AS A RESULT OF TWO CONFERENCES HELD IN 1963-64, INTERVIEW-TYPE SURVEYS OF EMPLOYMENT NEEDS IN OFF-FARM AGRICULTURAL BUSINESSES WERE CONDUCTED IN 26 STATES IN 1964. THE ANALYSIS OF THE FINDINGS RESULTED IN THIS SYNTHESIS. INFORMATION IS GIVEN ON - (1) NUMBERS OF PEOPLE EMPLOYED, (2) PRESENT NUMBER, ESTIMATED INCREASE, OCCUPATIONAL GROUP AND LEVEL OF EMPLOYMENT OF WORKERS NEEDING AGRICULTURAL COMPETENCIES, (3) OCCUPATIONAL TITLES, (4) GROUPS OF AGRICULTURAL COMPETENCIES, AND (5) SALARIES, EDUCATIONAL AND AGE REQUIREMENTS, AND BACKGROUND PREFERRED. BRIEF SUMMARIES OF THE STATE STUDIES ARE GIVEN. FINDINGS WERE - (1) ALMOST HALF OF THOSE EMPLOYED NEEDED EDUCATION IN AGRICULTURE WITH A 20 PERCENT INCREASE EXPECTED IN FIVE YEARS, (2) THE GREATEST NEED FOR AGRICULTURALLY TRAINED EMPLOYEES WILL BE IN AGRICULTURAL SUPPLIES SALES AND SERVICES, AGRICULTURAL MACHINERY SALES AND SERVICES, ORNAMENTAL HORTICULTURE SERVICES, AND LIVESTOCK AND CROP FOOD PRODUCTS MARKETING AND DISTRIBUTION, (3) COMPETENCY NEEDS ARE DETERMINED BY THE PRODUCTS HANDLED BY THE BUSINESS, (4) SUBJECTS TAUGHT TO STUDENTS PREPARING FOR PRODUCTION FARMING ARE ALSO NEEDED, (5) VOCATIONAL AGRICULTURE MAY SUPPORT OR BE SUPPORTED BY OTHER VOCATIONAL SUBJECTS IN MANY INSTANCES, (6) SALESMANSHIP, HUMAN RELATIONS, AND BUSINESS MANAGEMENT ARE COMPETENCIES NEEDED BY ALL EMPLOYEES, AND (7) BEGINNING SALARIES AND WAGES FOR SERVICE WORKERS ARE RELATIVELY LOW. (JM)

ED 015 246 VT 000 962
LESH, SEYMOUR
THE RECRUITMENT AND TRAINING OF AUTOMOBILE MECHANICS.
NATIONAL COMMITTEE ON EMPLOYMENT OF YOUTH, NEW YORK
OFFICE OF JUVENILE DELINQUENCY AND YOUTH DEV. (DHEW)
REPORT NUMBER JD-2003-1965
PRESIDENTS COMM. ON JUVENILE DELINQUENCY AND YOUTH
PUB DATE 65
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AUTO MECHANICS (OCCUPATION), *EDUCATIONAL PROGRAMS, *OCCUPATIONAL INFORMATION, *RE-

CRUITMENT, EMPLOYMENT PRACTICES, EMPLOYMENT PROBLEMS, JOB TRAINING, OCCUPATIONAL CHOICE, TRADE AND INDUSTRIAL EDUCATION.

A SURVEY OF 20 EMPLOYERS, ASSOCIATION REPRESENTATIVES, AND UNION LEADERS INDICATED THAT DIFFICULTIES IN RECRUITING CAPABLE YOUTH FOR THE AUTOMOBILE MECHANICS TRADE ARE CAUSED BY (1) A CHAOTIC STRUCTURE, INCLUDING UNCLEAR DEFINITION OF FUNCTION, VARIETY OF PLACES OF EMPLOYMENT, AND SIZE OF THE EMPLOYING UNITS, (2) THE COMPLEXITIES OF TRAINING AND STANDARD SETTING IN THE RAPID BUT UNPLANNED GROWTH OF THE OCCUPATION, AND (3) THE VARIATION IN RESPONSE OF EMPLOYERS TO ALLEGED SHORTAGES OF COMPETENT AND SKILLED WORKERS. TRAINING PROGRAMS SPONSORED BY THE ARMED FORCES, GOVERNMENT, AND VOCATIONAL SCHOOLS ARE ASKED BY INDUSTRY TO PROVIDE BROAD BACKGROUND AND BY LOCAL BUSINESSMEN TO PROVIDE SPECIALIZED TRAINING. PROGRAMS PROBABLY NEED TO BE REVISED TO PREPARE TWO LEVELS OF WORKERS, THE AUTO TECHNICIAN AND THE AUTO MECHANIC. JOBS NEED TO BE RESTRUCTURED SO THAT THE HIGHLY QUALIFIED CAN DIAGNOSE AND THE LOWER SKILLED CAN DO MANIPULATIVE TASKS. THE MOVEMENT TOWARD SPECIALIZATION IN REPAIR AND STANDARDIZATION OF TRAINING PROBABLY IS AN ATTEMPT TO UPGRADE THE WHOLE FIELD AND LEAD TO SOME FORM OF CERTIFICATION OF SKILL. LICENSING HAS MANY DISADVANTAGES, HOWEVER, AND COULD POSSIBLY DISCOURAGE INSTEAD OF ENCOURAGE PROSPECTIVE TRAINEES. CAPABLE YOUTH WILL BE ATTRACTED TO THE FIELD IF THE INDUSTRY PROVIDES SUCH CONDITIONS AS JOB SECURITY, A FAIR ASSIGNMENT OF WORK, A LOGICAL SYSTEM OF PROMOTION, A FAIR WAGE POLICY, ADEQUATE SPACE AND TOOLS, A CLEAN SHOP, AND LONG RANGE PLANNING. THIS DOCUMENT IS AVAILABLE AS FS142-AUS FOR 15 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402. (HC)

ED 015 247 VT 000 972
CARROLL, ADGER B. IHNNEN, LORENA.
COSTS AND RETURNS OF TECHNICAL EDUCATION, A PILOT STUDY.
NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.

PUB DATE JUL 66

EDRS PRICE MF-\$0.25 HC-\$2.36 57P.

DESCRIPTORS *GENERAL EDUCATION, *GRADUATES, *INCOME, *PROGRAM COSTS, *TECHNICAL EDUCATION, CAUCASIANS, COMPARATIVE ANALYSIS, ECONOMIC RESEARCH, EDUCATIONAL FINANCE, FRINGE BENEFITS, HIGH SCHOOL GRADUATES, LONGITUDINAL STUDIES, MALES, NORTH CAROLINA, STUDENT COSTS, TECHNICAL INSTITUTES.

THE OBJECTIVES OF THIS STUDY WERE (1) TO OBTAIN ESTIMATES OF COSTS AND RETURNS OF TECHNICAL EDUCATION, (2) TO COMPUTE SOCIAL AND PRIVATE RATES OF RETURN ON INVESTMENTS IN TECHNICAL EDUCATION, AND (3) TO COMPARE THESE WITH ESTIMATES OF THE RATE OF RETURN ON GENERAL EDUCATION AND INVESTMENTS IN TANGIBLE CAPITAL. COSTS AND RETURNS WERE MEASURED BY COMPARING EARNINGS OF A GROUP OF 45 WHITE MALE GASTON

TECHNICAL SCHOOL GRADUATES WITH EARNINGS FOR A GROUP OF 45 WHITE MALE HIGH SCHOOL GRADUATES HAVING SIMILAR CHARACTERISTICS. THE COMPARISON COVERED A 7-YEAR PERIOD. THE ESTIMATED AVERAGE TOTAL COST TO SOCIETY FOR THE TWO YEARS OF TECHNICAL EDUCATION WAS \$7,425 PER STUDENT WHICH INCLUDED \$5,197 FOR LOSS IN PRODUCTIVITY WHILE IN SCHOOL AND \$2,228 FOR COSTS OF PROVIDING SCHOOL FACILITIES, SUPPLIES, AND PERSONNEL. THE AVERAGE TOTAL PRIVATE COST PER STUDENT FOR THE TWO YEARS OF TECHNICAL SCHOOLING AMOUNTED TO \$4,920. THE AVERAGE ANNUAL INCOME FROM INVESTMENT IN TECHNICAL EDUCATION INCREASED FROM \$553 IN THE FIRST YEAR AFTER SCHOOLING TO \$1,036 IN THE FOURTH POST-GRADUATE YEAR. THE ESTIMATED SOCIAL RATE OF RETURN ON INVESTMENTS IN TECHNICAL EDUCATION WAS 16.5 PERCENT AND THE PRIVATE RATE, 22 PERCENT, ASSUMING THAT PER CAPITA REAL EARNINGS WOULD INCREASE OVER TIME AT THE RATE OF 2 PERCENT PER ANNUM. (PA)

ED 015 248 VT 001 353
HORNER, JAMES T. PETERSON, EVERETTE.

OCCUPATIONAL EDUCATION AND TRAINING FOR TOMORROW'S WORLD OF WORK. NUMBER 1, SQUARE PEGS AND ROUND HOLES.

OHIO STATE UNIV., COLUMBUS
PUB DATE 65

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *UNEMPLOYMENT, *VOCATIONAL EDUCATION, AREA VOCATIONAL SCHOOLS, COLLEGES, COMMUNITY COLLEGES, DROPOUTS, EDUCATIONAL NEEDS, EMPLOYMENT, EMPLOYMENT TRENDS, HIGH SCHOOL GRADUATES, HIGH SCHOOLS, INDUSTRIAL TRAINING, JUNIOR COLLEGES, LABOR FORCE, OCCUPATIONAL GUIDANCE, OCCUPATIONAL MOBILITY, RURAL YOUTH, YOUTH.

A MAJOR PROBLEM OF AMERICAN YOUTH TODAY IS THAT OF QUALIFYING FOR AND HOLDING A JOB. GENERAL EDUCATION IS NOT ENOUGH FOR THE GREAT MAJORITY OF PEOPLE WHO MUST OPERATE FARMS, MACHINES, SHOPS, AND OFFICES AND PROVIDE SERVICES. YOUTH FACE INCREASED JOB COMPETITION BECAUSE OF THE INCREASED SIZE OF THE 14- TO 24-YEAR AGE GROUP. UNEMPLOYMENT AMONG YOUNG WORKERS HAS CONSISTENTLY BEEN HIGHER THAN FOR THE REST OF THE LABOR FORCE, WITH THE HIGHEST RATE AMONG 16- AND 17-YEAR-OLDS. IF PRESENT DROPOUT TRENDS CONTINUE, EIGHT OF 10 CHILDREN NOW IN ELEMENTARY SCHOOL WILL NOT FINISH COLLEGE. SCHOOL DROPOUTS COME CLOSE TO ECONOMIC SUICIDE. UNLESS YOUNG PEOPLE ARE ABLE TO INCREASE BOTH GEOGRAPHIC AND OCCUPATIONAL MOBILITY THROUGH ADDITIONAL TRAINING, THEY CANNOT ADAPT TO EMPLOYMENT SHIFTS SUCH AS THOSE IN AGRICULTURE AND THE SERVICE OCCUPATIONS, OR TO THE INCREASED DEMAND FOR SKILLED WORKERS. ONE OF THE FREQUENTLY OFFERED SOLUTIONS FOR UNEMPLOYMENT IS MORE EDUCATION AND TRAINING, BUT THIS DOES NOT NECESSARILY HAVE TO TAKE PLACE IN COLLEGE. STUDIES SHOW THAT IN COMMUNITIES WHERE STUDENTS WERE NOT OFFERED ADEQUATE VOCATIONAL PROGRAMS, THE DROPOUT RATE WAS THREE

TIMES AS HIGH, AND THE UNEMPLOYMENT RATE WAS EIGHT TIMES AS HIGH AS IN AREAS WITH SUCH EDUCATIONAL OPPORTUNITIES. AREA VOCATIONAL SCHOOLS, COMMUNITY COLLEGES, UNIVERSITY BRANCHES, AND BUSINESS, LABOR, AND OTHER PRIVATE PROGRAMS ARE OFFERING CAREER TRAINING IN INCREASING AMOUNTS, BUT THE PROBLEMS OF INADEQUATE CAREER INFORMATION, INADEQUATE INDIVIDUAL FITNESS EVALUATION, INADEQUATE TRAINING FACILITIES, AND A LACK OF FINANCIAL PLANNING TO FACILITATE TRAINING PROGRAMS STILL EXIST. DOCUMENTS DISCUSSING TRAINING ALTERNATIVES ARE VT 001 354 - VT 001 358. (EM)

ED 015 249

VT 001 356

HALL, GEORGE L.
OCCUPATIONAL EDUCATION AND TRAINING FOR TOMORROW'S WORLD OF WORK. NUMBER 4, COMMUNITY AND JUNIOR COLLEGES.

OHIO STATE UNIV., COLUMBUS

PUB DATE 65

EDRS PRICE MF-00.25 HC-00.24 4P.

DESCRIPTORS *COMMUNITY COLLEGES, *JUNIOR COLLEGES, *VOCATIONAL EDUCATION, CURRICULUM, EDUCATIONAL FINANCE, EDUCATIONAL NEEDS, EMPLOYMENT TRENDS, PROGRAM DEVELOPMENT, TECHNICAL EDUCATION,

IN THE NORTH CENTRAL REGION ALL STATES EXCEPT SOUTH DAKOTA AND WISCONSIN HAVE PUBLICLY SUPPORTED COMMUNITY AND JUNIOR COLLEGES. THESE COLLEGES ARE INSTITUTIONS WHICH OFFER LESS THAN FOUR YEARS OF POST-HIGH SCHOOL EDUCATION. JUNIOR COLLEGES GENERALLY OFFER ONLY LIBERAL ARTS COURSES WHILE COMMUNITY COLLEGES ALSO PROVIDE VOCATIONAL, TECHNICAL, AND COLLEGE TRANSFER COURSES. OVER 1,000,000 STUDENTS ARE ENROLLED IN 730 OF THESE COLLEGES IN THE UNITED STATES. JOB TRAINING IN COMMUNITY COLLEGES PROVIDES FOR THE NEEDS OF WORKERS IN THREE WAYS - (1) ENTRANCE TO LABOR, (2) UPGRADING ADVANCEMENT, AND (3) RETRAINING FOR NEW REQUIREMENTS. EDUCATION BEYOND THE HIGH SCHOOL PAYS OFF IN HIGHER EARNINGS DURING EMPLOYMENT AND WORKERS WITH SOME COLLEGE SUFFER LITTLE FROM UNEMPLOYMENT. THE CURRICULA ARE VARIED AND DIVERSE TO MEET THE NEEDS OF INDIVIDUAL COMMUNITIES AS EVIDENCED BY SUCH COLLEGES IN CALIFORNIA, COLORADO, AND NORTH DAKOTA. FUNDS COME FROM FEDERAL, STATE, LOCAL, OR TUITION SOURCES. NATIONALLY, ANNUAL OPERATING COSTS AVERAGED \$700 PER STUDENT IN 1965-66. COMMUNITIES CONSIDERING A COMMUNITY COLLEGE CAN ASSUME THAT - (1) IT SHOULD HAVE AT LEAST 400 STUDENTS, (2) GRADES 9 TO 12 SHOULD HAVE A MINIMUM ENROLLMENT OF 2,000 STUDENTS TO ASSURE A COLLEGE ENROLLMENT OF 400 IN 3 YEARS, (3) THE DISTRICT SHOULD BE LARGE ENOUGH TO ESTABLISH A BROAD TAX BASE, AND (4) COMMUTING DISTANCE SHOULD NOT EXCEED 50 MILES OR HOUSING BECOMES A PROBLEM. OTHER ALTERNATIVES FOR VOCATIONAL TRAINING ARE DISCUSSED IN VT 001 353 - VT 001 355, VT 001 357 AND VT 001 358. (EM)

ED 015 250

VT 001 722

PHILLIPS, P. BERTRAND AND OTHERS

HOW HIGH SCHOOL COUNSELORS CAN ASSIST STUDENTS TO SUCCESSFULLY ENTER GOVERNMENT AND INDUSTRY. WORKSHOP ON VOCATIONAL AND OCCUPATIONAL GUIDANCE IN THE SIXTIES AND SEVENTIES (MAY 8-9, 1964).

TUSKEGEE INST., ALA.

PUB DATE 64

EDRS PRICE MF-01.00 HC-00.20 228P.

DESCRIPTORS *CONFERENCES, *OCCUPATIONAL GUIDANCE, *PROGRAM EFFECTIVENESS, ADMINISTRATOR RESPONSIBILITY, ATTITUDES, BIBLIOGRAPHIES, COUNSELORS, DISADVANTAGED GROUPS, EDUCATIONAL OBJECTIVES, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT SERVICES, EMPLOYMENT STATISTICS, EMPLOYMENT TRENDS, FEMALES, FOLLOWUP STUDIES, GUIDANCE PROGRAMS, HIGH SCHOOLS, JOB PLACEMENT, LABOR MARKET, MOTIVATION, NEGRO YOUTH, OCCUPATIONAL CHOICE, PRINCIPALS, PROGRAM EVALUATION, SOUTHERN SCHOOLS, VOCATIONAL EDUCATION, YOUTH EMPLOYMENT,

APPROXIMATELY 200 COUNSELORS AND PRINCIPALS FROM 85 HIGH SCHOOLS ENROLLING 76,610 PUPILS THROUGHOUT SEVEN SOUTHERN STATES ATTENDED A 2-DAY CONFERENCE TO EXAMINE AND EVALUATE GUIDANCE PROGRAMS AND TO SUGGEST IMPROVEMENTS. A FOLLOWUP STUDY OF THE CONFERENCE, INDICATED THAT 88 PERCENT OF THE RESPONDENTS HAD IMPROVED THEIR VOCATIONAL GUIDANCE PROGRAMS THROUGH A GREATER VARIETY OF INFORMATIVE MATERIALS AND THAT 67 PERCENT HAD BETTER ACCESSIBILITY TO SUCH MATERIALS. TEXTS OF THE MAJOR SPEECHES ARE GIVEN - (1) "THE ROLE OF THE HIGH SCHOOL IN PREPARING STUDENTS FOR EMPLOYMENT," BY SAMUEL DANLEY AND HUGH RYALS, (2) "CAREER OUTLOOK," BY BRUNSWICK BAGDON, (3) "MANAGEMENT LOOKS AT EMPLOYMENT POSSIBILITIES," BY HOWARD LOCKWOOD, (4) "OPPORTUNITIES FOR WOMEN IN THE SIXTIES AND SEVENTIES," BY ROSE TERLIN, (5) "THE COLLEGE PLACEMENT OFFICE AND THE HIGH SCHOOL," BY ANTHONY RACHEL, (6) "TASKS FOR TODAY, GOALS FOR TOMORROW," BY ARTHUR CHAPIN, (7) "MOTIVATION - A REALISTIC APPROACH BY SCHOOLS IN URBAN AND RURAL COMMUNITIES IN RELATION TO EMPLOYMENT," BY WILLIAM JOHNSTON, AND (8) "RECENT DEVELOPMENTS IN EMPLOYMENT TRENDS FOR YOUTH," BY ELI COHEN. COMMENTS BY OTHER SPEAKERS, A CONFERENCE SUMMARY, A SUMMARY OF GRASSROOTS REPORTS FROM THE PARTICIPATING STATES, AND A STATEMENT ("EMPLOYMENT TRENDS AND SCHOOL ENROLLMENT") BY WILLARD WIRTZ ARE INCLUDED. THE APPENDICES CONSIST OF SOURCES OF RESOURCE MATERIALS, EVALUATION INSTRUMENTS, A LIST OF PARTICIPANTS, AND AN EXTENSIVE BIBLIOGRAPHY. (MS)

ED 015 251

VT 002 261

HEPHNER, THOMAS A. BARNETT, ANNA MAE

A DISTRIBUTIVE EDUCATION GUIDE TO AVAILABLE LITERATURE.

OHIO STATE UNIV., COLUMBUS

PUB DATE SEP 66

EDRS PRICE MF-00.25 HC-01.24 29P.

DESCRIPTORS *BIBLIOGRAPHIES, *DISTRIBUTIVE EDUCATION, *INSTRUCTIONAL MATERIALS, *PROGRAM DEVELOPMENT,

HANDOUTS, REPRINTS, PAMPHLETS,

AND BROCHURES AVAILABLE FROM THE DISTRIBUTIVE EDUCATION MATERIALS LABORATORY AT THE OHIO STATE UNIVERSITY ARE LISTED. THESE ARE FOR USE IN THE CLASSROOM, OR IN DEVELOPING OR PROMOTING DISTRIBUTIVE EDUCATION PROGRAMS. THE MANUAL INCLUDES (1) A LIST OF MATERIALS FOR SALE WITH FORM NUMBER, BRIEF DESCRIPTION, AND PRICE, AND (2) A LIST OF FREE MATERIALS. ORDER BLANKS FOR BOTH ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FROM DISTRIBUTIVE EDUCATION MATERIALS LABORATORY, THE OHIO STATE UNIVERSITY, 124 WEST 17TH AVENUE, COLUMBUS, OHIO 43210. (MM)

ED 015 252

VT 002 348

WELCH, JOHN L. LEE, E.R.

CAREER GUIDE FOR DEMAND OCCUPATIONS.

BUREAU OF EMPLOYMENT SECURITY (DEPT. OF LABOR)

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EDUCATIONAL NEEDS, *EMPLOYMENT QUALIFICATIONS, *OCCUPATIONAL INFORMATION, OCCUPATIONS,

THIS PUBLICATION UPDATES THE "CAREER GUIDE FOR DEMAND OCCUPATIONS" PUBLISHED IN 1959 AND PROVIDES COUNSELORS WITH INFORMATION ABOUT OCCUPATIONS IN DEMAND IN MANY AREAS WHICH REQUIRE PREEMPLOYMENT TRAINING. IT PRESENTS, IN COLUMN FORM, THE EDUCATION AND OTHER TRAINING USUALLY REQUIRED BY EMPLOYERS, HIGH SCHOOL SUBJECTS OF PARTICULAR PERTINENCE TO THE OCCUPATION, SPECIAL CHARACTERISTICS INHERENT IN THE JOB, AND SELECTED REFERENCE MATERIALS. SPACE IS PROVIDED FOR ADDING LOCAL TRAINING AND EMPLOYMENT OPPORTUNITIES. THE OCCUPATIONS, ARRANGED BY PART IV OF THE DICTIONARY OF OCCUPATIONAL TITLES CLASSIFICATION STRUCTURE, ARE TRANSLATOR, LIBRARIAN, TEACHER, OCCUPATIONAL THERAPIST, ECONOMIST, CLINICAL PSYCHOLOGIST, SOCIAL AND WELFARE WORKERS, PATROLMAN, MATHEMATICIAN, DENTAL HYGIENIST, DENTIST, REGISTERED NURSE, PHYSICAL THERAPIST, PHYSICIAN, VETERINARIAN, X-RAY TECHNICIAN, AGRONOMIST, BACTERIOLOGIST, CHEMIST, DISTILLER, ENTOMOLOGIST, MEDICAL TECHNOLOGIST, PARASITOLOGIST, PHARMACIST, PHARMACOLOGIST, SOIL SCIENTIST, METALLURGIST, PHYSICIST, ACCOUNTANT, STATISTICIAN, METEOROLOGIST, PROFESSIONAL ENGINEER, PRODUCTION PLANNER, CITY PLANNER, PROGRAMMER, SYSTEMS ANALYST, SYSTEMS ENGINEER, DRAFTSMAN, GENERAL OFFICE CLERK, CLERK-TYPIST, TYPIST, SECRETARY, STENOGRAPHER, INSURANCE SALESMAN, CENTRAL-OFFICE OPERATOR, AIRPLANE HOSTESS, WARD ATTENDANT, MACHINIST, TOOL-AND-DIE MAKER, ENGINE-LATHE OPERATOR, TURRET-LATHE OPERATOR, MILLING-MACHINE OPERATOR, MILLWRIGHT, AIRPLANE MECHANIC, AUTOMOBILE MECHANIC, ELECTRICIAN, ELECTRICAL REPAIRMAN, ELECTRONICS MECHANIC, PIPE FITTER, PLUMBER, CARPENTER, BRICKLAYER, WELDER, INSTRUMENT REPAIRMAN, SHEET-METAL WORKER, DENTAL TECHNICIAN, TAILOR, BAKER, AND AUTOMOBILE-BODY REPAIRMAN. AN ALPHABETICAL INDEX IS INCLUDED. THIS DOCUMENT IS AVAILABLE AS L7.25/3-C18/966 FOR 30 CENTS FROM SUPERINTENDENT OF DOCUM-

ED 015 253 VT 002 350

SMITH, D.B.
REPORT ON DIFFERENCES IN ETHNIC
LEARNING STYLES.

EDUCATIONAL DESIGN INC., NEW YORK,
N.Y.

PUB DATE 66
EDRS PRICE MF-\$0.50 HC-\$5.08 125P.

DESCRIPTORS *ETHNIC GROUPS, *INTE-
GRATION EFFECTS, *LEARNING PRO-
CESSES, *NEGRO STUDENTS, *VOCATION-
AL EDUCATION, COMPARATIVE ANALY-
SIS, COMPOSITION (LITERARY), CULTU-
RAL DIFFERENCES, DISADVANTAGED
YOUTH, DISCUSSION (TEACHING TECH-
NIQUE), FEDERAL PROGRAMS, GROUP BE-
HAVIOR, INDIVIDUAL CHARACTERISTICS,
INTERACTION PROCESS ANALYSIS, JOB
CORPS, OUT OF SCHOOL YOUTH, POVERTY
PROGRAMS, PUERTO RICANS, TEACHING
METHODS, VOCATIONAL SCHOOLS.

TO TEST THE HYPOTHESIS THAT CULT-
URALLY-BASED WAYS OF LEARNING AND
COMMUNICATING MIGHT HAVE IMPLICA-
TIONS FOR TEACHING, AN ANTHROPOLOG-
IST AND A BEHAVIORIST CONDUCTED
BOTH FORMAL AND INFORMAL OBSERVA-
TIONS AND INTERVIEWS IN FOUR JOB
CORPS CENTERS AND TWO VOCATIONAL
HIGH SCHOOLS, ONE WITH A STUDENT
POPULATION OF 86 PERCENT WHITE AND
14 PERCENT NEGRO, AND THE OTHER ALL
NEGRO. THE STUDY POPULATIONS WERE
INVESTIGATED IN TERMS OF FORMAL
LEARNING, INFORMAL LEARNING, AND
TECHNICAL LEARNING TO DETERMINE
WHETHER VARIOUS GROUPS OF THE
POOR UTILIZE THESE TYPES OF LEARN-
ING DIFFERENTLY AND IN DIFFERENT
FORMS AND WHETHER ETHNIC LEARN-
ING STYLE MIGHT BE DEFINED BY THE
PATTERN OF UTILIZATION. NO SIGNIFI-
CANT DIFFERENCES IN LEARNING
STYLE AMONG THE ETHNIC GROUPS
WERE DISCERNIBLE. THE LEARNING
OUTCOMES WERE RELATED TO FACTORS
SUCH AS TEACHING STYLE AND NOT TO
ETHNIC BACKGROUND. HOWEVER, THE
PROPORTION OF NEGROES IN A GROUP
SEEMED TO INTERVENE IN THE EFFEC-
TIVENESS OF TEACHING. WHEN THE PRO-
PORTION WAS LOW THE INTERACTION
RATES WITH OTHER MEMBERS WAS LOW,
AND STEREOTYPED BEHAVIORS,
RHYTHM, SLOWNESS, DOCILITY, AND HIGH-
LY SLURRED, DIALECT SPEECH WERE
EXHIBITED. WHEN THE PROPORTION
WAS HIGH, THE INTERACTION WAS GREAT-
LY INCREASED, AND STEREOTYPED BE-
HAVIORS WERE REPLACED BY HIGHLY
POLITICAL, POWER-CONSCIOUS ONES.
THE TEACHER WAS ALSO MADE TO FEEL
THE POWER OF THE GROUP. IT WAS RE-
COMMENDED THAT SPECIAL ATTENTION
BE GIVEN IN STAFF TRAINING TO PRO-
BLEMS CREATED BY ETHNIC PROPORTI-
ONS, AND DURING THE FIRST 30 DAYS,
AN EFFORT BE MADE TO HELP RURAL
CORPSMEN ACHIEVE GREATER VERBAL
PROFICIENCY. THE APPENDIX CONTAINS
EXAMPLES OF STUDENT WRITING AND
OUTLINES FOR DISCUSSION MEETINGS.
(PS)

ED 015 254 VT 002 577
REQUIREMENTS, RESOURCES, UTILIZA-
TION, AND TRAINING (APRIL 1967). RE-
QUIREMENTS, RESOURCES, UTILIZATION,
AND TRAINING.

DEPARTMENT OF LABOR, WASHINGTON,
D.C.

PUB DATE APR 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ANNUAL REPORTS,
*FEDERAL PROGRAMS, *MANPOWER DE-
VELOPMENT, *MANPOWER UTILIZATION,
*UNEMPLOYMENT, APPRENTICESHIPS,
CENSUS FIGURES, ECONOMIC DISADVAN-
TAGEMENT, EDUCATIONAL NEEDS,
EMPLOYMENT, EMPLOYMENT OPPOR-
TUNITIES, EMPLOYMENT PROBLEMS,
EMPLOYMENT TRENDS, GEOGRAPHIC
REGIONS, INDIVIDUAL CHARACTERIS-
TICS, LABOR FORCE, LABOR MARKET,
MDTA PROGRAMS, PROFESSIONAL PER-
SONNEL, RURAL POPULATION, URBAN
POPULATION, VOCATIONAL EDUCATION,
VOCATIONAL RETRAINING.

THE YEAR'S PROGRESS, PROBLEMS OF
UNEMPLOYMENT, AND STEPS FOR OVER-
COMING THESE PROBLEMS ARE COVER-
ED IN THIS PRESIDENTIAL REPORT.
MAJOR DIVISIONS ARE REVIEW OF MAN-
POWER DEVELOPMENTS IN 1966, UNUSED
MANPOWER, AND OCCUPATIONAL SHOR-
TAGES AND TRAINING NEEDS. DURING
1966 THE NATION'S UNEMPLOYMENT
RATE DROPPED BELOW 4 PERCENT, A 13-
YEAR LOW. THE TOTAL PRODUCTION OF
GOODS AND SERVICES INCREASED MORE
THAN \$58 BILLION OVER 1965. THE AFTER-
TAX, AFTER-PRICE-INCREASES SALAR-
IES OF FAMILIES INCREASED 3.5 PER-
CENT. BUT IN THIS ERA OF PROSPERITY,
THE PROBLEMS OF UNEMPLOYMENT
WERE MAJOR, NOT ONLY IN THE AMOUNT,
BUT ALSO IN THE KIND. ROUGHLY 2 MIL-
LION POTENTIAL WORKERS CAN BE
HELPED. THESE ARE - (1) DROPOUTS, (2)
OLDER WORKERS, (3) NEGROES, MEXICAN
AMERICANS, AND PUERTO RICANS, AND
(4) THE ILLITERATE, THE HANDICAPPED,
AND THE MIGRANTS. TO ASSIST THESE
UNEMPLOYED, MANPOWER POLICY MUST
BRIDGE THE GAP BETWEEN EDUCATION
AND WORK BY BUILDING BROADER CON-
CEPTS OF APPRENTICESHIP AND WORK
EXPERIENCE. IT MUST CONCENTRATE
EFFORTS IN CONTINUALLY DEPRESSED
AREAS SUCH AS CITY SLUMS WHERE UN-
EMPLOYMENT IS THREE TIMES THE NA-
TIONAL AVERAGE. PRIVATE INDUSTRY
AND MILITARY SERVICE JOB TRAINING
MUST BE PROMOTED AND ASSISTED. THE
FEDERAL-STATE EMPLOYMENT MUST BE
STRENGTHENED AND EFFECTIVE MEAS-
URES INSTITUTED FOR MAINTAINING
THE INCOME OF THE WORKER AND HIS
FAMILY WHEN WORKING PATTERNS
CHANGE. GENERALLY, THE DIRECTIONS
OF FUTURE ACTION SHOULD BE DEVEL-
OPING JOBS AND ABILITIES, MATCHING
PEOPLE AND JOBS, AND PROVIDING IN-
FORMATION FOR AND ABOUT THE LABOR
FORCE. THE STATISTICAL APPENDIX
PROVIDES TABULAR DATA ON MANY FA-
CETS OF THE LABOR FORCE. THIS DOCU-
MENT IS AVAILABLE AS GPO L142/2.967
FOR \$1.50 FROM SUPERINTENDENT OF DO-
CUMENTS, U.S. GOVERNMENT PRINTING
OFFICE, WASHINGTON, D.C. 20402. (EM)

ED 015 255 VT 002 654

CHERNICK, JACK AND OTHERS
THE SELECTION OF TRAINEES UNDER
MDTA.

RUTGERS, THE STATE UNIV., NEW BRUN-
SWICK, N.J.

PUB DATE 66
EDRS PRICE MF-\$0.75 HC-\$5.32 131P.

DESCRIPTORS *ADMISSION CRITERIA,
*EMPLOYMENT SERVICES, *MANPOWER
DEVELOPMENT, *UNEMPLOYED, *VOCA-

TIONAL EDUCATION, COMPARATIVE
ANALYSIS, INDIVIDUAL CHARACTERIS-
TICS, MDTA PROGRAMS, NEW JERSEY, NE-
WARK.

THE PURPOSES OF THE STUDY WERE (1)
TO EXAMINE THE SELECTION PROCESS
FOR TRAINING, AND (2) TO DELINEATE
THE CHARACTERISTICS OF PERSONS WHO
WERE SELECTED OR REJECTED OR,
THOUGH REGISTERED, NEVER APPLIED
FOR TRAINING. A SYSTEMATIC 10 PER-
CENT SAMPLE, 1,958 PERSONS, OF THE
EMPLOYMENT SERVICE (ES) POPULATION
WAS DRAWN FROM THE ES-511 ACTIVE
CARD FILE IN THREE OFFICES IN THE
NEWARK AREA DURING THE FINAL
MONTHS OF 1964. OF THE ORIGINAL SAMP-
LE, 498 PERSONS, CLASSIFIED BY MAN-
POWER DEVELOPMENT AND TRAINING
ACT (MDTA) STATUS, WERE INTER-
VIEWED IN THE SUMMER OF 1965. THE 10
PERCENT SAMPLE AND THE INTERVIEW
SAMPLE WERE COMPARED AS TO DEMO-
GRAPHIC, PSYCHOLOGICAL, AND OCCUPA-
TIONAL CHARACTERISTICS, EMPLOY-
MENT STATUS, COURSES, AND TRAINING
AND POST-TRAINING EXPERIENCE.
TRAINING OPPORTUNITIES UNDER MDTA
WERE AVAILABLE TO ONLY A SMALL
FRACTION OF THE UNEMPLOYED. WHEN
COMPARED TO THE POPULATION AS A
WHOLE, PERSONS ACCEPTED FOR TRAIN-
ING WERE MORE FREQUENTLY IN THE
PRIME WORKING-AGE GROUPS, HAD
MORE YEARS OF SCHOOLING, AND WERE
MORE LIKELY TO BE NEGROES. OF THOSE
ENROLLED IN TRAINING, 56 PERCENT OF
THE NEGROES AND 47 PERCENT OF THE
WHITES COMPLETED THE COURSES. HOW-
EVER, 70 PERCENT OF THOSE REJECTED
BY MDTA WERE NEGROES. COUNSELING
AND TESTING WERE IMPORTANT ME-
CHANISMS IN THE MDTA SELECTION
PROCESS. GENERALLY, THOSE COMPLET-
ING THE TRAINING, AND MANY OF THE
DROPOUTS, WERE SATISFIED WITH IT.
THE APPENDIX CONTAINS THE METHO-
DOLOGICAL ANALYSIS. A RELATED DOCU-
MENT IS VT 002 700. (EM)

ED 015 256 VT 002 722

BECK, BERTRAM, AND OTHERS
THE REMEDIAL EDUCATION PROGRAM, A
DESCRIPTION OF ITS STRUCTURE, CURRI-
CULUM DESIGN, COURSES OF STUDY, AND
A SELECTED SAMPLE OF TESTED TEACH-
ING UNITS.

MOBILIZATION FOR YOUTH INC., NEW
YORK, N.Y.

COLUMBIA UNIV., NEW YORK, SOCIAL
WORK RES. CTR.

PUB DATE 66
EDRS PRICE MF-\$2.25 HC-\$23.20 578P.

DESCRIPTORS *DISADVANTAGED
YOUTH, *INSTRUCTIONAL MATERIALS,
*OUT OF SCHOOL YOUTH, *REMEDIAL IN-
STRUCTION, CULTURAL EDUCATION, DI-
AGNOSTIC TESTS, ENGLISH (SECOND
LANGUAGE), FEDERAL PROGRAMS, IN-
STRUCTIONAL STAFF, MATHEMATICS,
NEGROES, NEIGHBORHOOD YOUTH
CORPS, POVERTY PROGRAMS, PROGRAM
DESCRIPTIONS, PUERTO RICANS, READ-
ING, SOCIAL MOBILITY, SOCIAL RELAT-
IONS, WRITING.

THE PROGRAM WAS ESTABLISHED TO
HELP 16- TO 21-YEAR-OLD TRAINEES IN
THE NEIGHBORHOOD YOUTH CORPS OVER-
COME THEIR DEFICIENCIES IN EN-
GLISH LANGUAGE SKILLS, READING, AND
MATHEMATICS AND IMPROVE THEIR CAP-
ACITY FOR PROBLEM SOLVING AND SELF-
INSTRUCTION. THEY WERE ASSIGNED TO

THE PROGRAM FOR HALF OF EACH WORK DAY, OR 15 HOURS A WEEK, ON THE BASIS OF DIAGNOSTIC TEST RESULTS. THE TRAINEE POPULATION WAS DIVIDED INTO SUBGROUPS OF THOSE WHO WERE NON-ENGLISH SPEAKING, WHO HAD A FUNCTIONAL COMMAND OF CONVERSATIONAL ENGLISH BUT WERE LOWER THAN SECOND-GRADE LEVEL IN READING, WHO COULD READ AT THE SECOND-TO LOW FOURTH-GRADE LEVEL, WHO COULD READ AT THE FOURTH-TO SEVENTH-GRADE LEVEL, AND WHO HAD SKILL HIGH ENOUGH TO PREPARE FOR THE HIGH-SCHOOL EQUIVALENCY EXAMINATION. CLASS SIZE WAS LIMITED TO SEVEN IN THE FIRST FOUR GROUPS AND TO 10 IN THE FIFTH GROUP. A STEP-BY-STEP INDIVIDUAL SKILLS-MASTERY PROGRAM WAS PLANNED FOR EACH TRAINEE, EACH PROGRAM PRESCRIBING METHODS, MATERIALS, AND EVALUATION PROCEDURES TO BE USED. THIS APPROACH ASSURED UNIFORMITY OF EDUCATIONAL TREATMENT FOR ALL TRAINEES WITH SIMILAR LEARNING PROBLEMS AND PERMITTED SYSTEMATIC EVALUATION OF THE EFFECTIVENESS OF VARIOUS METHODS AND MATERIALS. ADDITIONAL MATERIALS WERE DEVELOPED TO SUPPLEMENT THE CORE CURRICULUM. THEMATIC MATERIALS AND ACTIVITIES TO STRENGTHEN THE CULTURAL IDENTIFICATION OF NEGROES AND PUERTO RICANS AND TO PROMOTE HARMONY BETWEEN THEM WERE INCORPORATED. A SOCIAL REALITIES CURRICULUM WAS DESIGNED TO EQUIP THE TRAINEE WITH THE SKILLS AND ATTITUDES NEEDED TO ESCAPE, BOTH PHYSICALLY AND EMOTIONALLY, FROM THE GHETTO. THE 17 APPENDICES CONTAIN DIAGNOSTIC AND INSTRUCTIONAL RESOURCE MATERIALS INCLUDING THE LANGUAGE PROFICIENCY TEST BATTERY, BASIC READING SKILLS RESOURCE MATERIALS, LANGUAGE WORKSHOP UNITS, MATHEMATICS SKILLS UNITS, AND THE SOCIAL REALITIES MATERIAL. (HC)

ED 015 257 VT 002 745

LUSKIN, SHELDON H. AND OTHERS
TECHNOLOGY AND MANPOWER IN THE
TELEPHONE INDUSTRY, 1965-75.
OFFICE OF MANPOWER POLICY, EVALUATION AND RES. (DOL)

REPORT NUMBER MANPOWER-RES-
BULL-13

PUB DATE NOV 66

EDRS PRICE MF-\$0.50 HC-\$2.48 60P.

DESCRIPTORS *EMPLOYMENT PROJECTIONS, *TECHNOLOGICAL ADVANCEMENT, *TELEPHONE COMMUNICATIONS INDUSTRY, CLERICAL OCCUPATIONS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT PATTERNS, EMPLOYMENT STATISTICS, EMPLOYMENT TRENDS, MANPOWER UTILIZATION, PERSONNEL, SEMISKILLED OCCUPATIONS, SKILLED OCCUPATIONS, SOCIOECONOMIC INFLUENCES, TECHNICAL OCCUPATIONS.

ELECTRONIC SOLID STATE SWITCHING SYSTEMS, COMMUNICATIONS SATELLITES, SEMIAUTOMATIC INFORMATION SERVICES, AUTOMATIC INTERCEPTING AND DATA PROCESSING, AND DEDICATED PLANT, THE PERMANENT ASSIGNMENT OF LINES FROM A CENTRAL OFFICE TO EACH ACTUAL AND POTENTIAL SUBSCRIBER, ARE SOME OF THE TECHNOLOGICAL INNOVATIONS WHICH WILL BRING SIGNIFICANT MANPOWER CHANGES IN THE TELEPHONE INDUSTRY DURING THE 1965-75 PERIOD. THESE CHANGES WILL EVOLVE SLOWLY AND WILL PRESENT NO SERIOUS MANPOWER ADJUSTMENT PROBLEM. EMPLOYMENT IN THE INDUSTRY WILL RISE DURING THE 1965-75 PERIOD, ALTHOUGH NOT SO RAPIDLY AS IN THE 1964-65 PERIOD. THIS GROWTH WILL NOT BE SUFFICIENT TO MATCH INCREASES IN THE NUMBER OF PERSONS SEEKING EMPLOYMENT, ESPECIALLY THE YOUNGER AND LESS EDUCATED WORKERS. THE PERCENTAGE OF WOMEN EMPLOYED BY THE INDUSTRY WILL BE SUBSTANTIALLY UNCHANGED DURING THIS PERIOD ALTHOUGH THE NUMBER EMPLOYED WILL RISE FROM 396,500 TO 444,000. LAYOFFS ARE NOT EXPECTED TO BE SIGNIFICANT SINCE REDUCTIONS IN FORCE ARE HANDLED PRIMARILY BY ATTRITION AND REASSIGNMENT. THE SKILL REQUIREMENTS OF THE INDUSTRY WILL GENERALLY BE HIGHER IN THE FUTURE AS THE INDUSTRY WILL CONTINUE TO REQUIRE LARGE NUMBERS OF TRAINED PERSONS. GRADUATES OF 2-YEAR TECHNICAL INSTITUTE PROGRAMS WITH A SPECIALTY IN ELECTRONICS ARE LIKELY TO BE IN PARTICULAR DEMAND. THE OCCUPATIONAL STRUCTURE OF THE INDUSTRY WILL CHANGE SLIGHTLY BY 1975 WITH THE NUMBER OF TELEPHONE OPERATORS AND CLERICAL WORKERS DECLINING SOMEWHAT IN PROPORTION TO TOTAL EMPLOYMENT, WHILE THE NUMBER OF PROFESSIONAL AND SEMI-PROFESSIONAL WORKERS WILL GROW SUBSTANTIALLY. THESE PROJECTIONS WERE BASED ON THE ASSUMPTION THAT THE 1975 GROSS NATIONAL PRODUCT WILL INCREASE BY ABOUT 60 PERCENT OVER THE 1965 LEVELS AND THAT PERSONAL CONSUMPTION EXPENDITURES WILL INCREASE BY ABOUT THE SAME AMOUNT. COPIES OF THIS DOCUMENT ARE AVAILABLE FROM MANPOWER ADMINISTRATION, OFFICE OF MANPOWER POLICY, EVALUATION, AND RESEARCH, U.S. DEPARTMENT OF LABOR, 14TH STREET AND CONSTITUTION AVENUE, N.W., WASHINGTON, D.C. 20210. (HC)

ED 015 258 VT 002 887

ROTHBERG, HERMAN J.
JOB REDESIGN FOR OLDER WORKERS-
CASE STUDIES.

REPORT NUMBER REPRINT-2523

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.28 5P.

DESCRIPTORS *JOB REDESIGN, *MANPOWER UTILIZATION, *MANUFACTURING INDUSTRY, *MIDDLE AGED, EMPLOYEES, EXPERIENCED LABORERS, VOCATIONAL ADJUSTMENT.

INDUSTRIAL ESTABLISHMENTS SUCCESSFULLY USED METHODS OF JOB REDESIGN TO MAINTAIN THE EMPLOYMENT AND PRODUCTIVITY, AS WELL AS THE MORALE, OF AGING EMPLOYEES. EXAMPLES OF JOB REDESIGN WERE FOUND IN A WIDE VARIETY OF MANUFACTURING INDUSTRIES. CASE STUDIES WERE MADE IN PLANTS PRODUCING AIRCRAFT ENGINES, ALUMINUM FRAMING, BUILDING MATERIALS, CARPETS, COMPUTERS, COPPER PIPE FITTINGS, FOOTWEAR, HEAVY IRON PIPE, PRECISION INSTRUMENTS, AND PRINTED NOVELTIES. THE MOST PREVALENT REDESIGN METHOD WAS THE INFORMAL PRACTICE OF ACCOMMODATING THE DECLINING PHYSICAL CAPACITIES OF A SPECIFIC AGING WORKER OR GROUP OF WORKERS. JOB REDESIGN RE-

VEALED SOME ADVANTAGES OVER THE PRACTICE OF JOB REASSIGNING FOR BOTH THE OLDER WORKER AND MANAGEMENT. IN SEVERAL CASES, A SUBSTANTIAL RISE IN OUTPUT PER MAN-HOUR OCCURRED. IN NONE OF THE CASES WAS PRODUCTIVITY ADVERSELY AFFECTED. THE FOUR CASE STUDIES SUMMARIZED SHOW JOB REDESIGN USING THE FRAMEWORK FOR FORMAL JOB PLACEMENT PROGRAMS WHICH CONTINUALLY EVALUATED EACH JOB AND EMPLOYEE IN TERMS OF DEMANDS AND CAPACITIES, UTILIZING MECHANICAL AIDS TO REPLACE MANUAL CONTROL, UTILIZING TECHNOLOGICAL CHANGE IN THE FORM OF SPECIALLY DESIGNED FORKLIFT TRUCKS, AND INVOLVING REALLOCATION OF DUTIES. THE FULL STUDY IS PRESENTED IN THE BUREAU OF LABOR STATISTICS PUBLICATION "JOB REDESIGN FOR OLDER WORKERS, TEN CASE STUDIES." THIS DOCUMENT APPEARED IN THE "MONTHLY LABOR REVIEW," JANUARY 1967. (HC)

ED 015 259 08 VT 003 212

DETRO, CHARLENE L.

A TRAINING PROGRAM FOR SELECTED HOME ECONOMISTS TO TRAIN ADULTS AND OLDER YOUTH FOR HOMEMAKER SERVICE RESPONSIBILITIES. FINAL REPORT.

LOUISIANA ST. UNIV., BATON ROUGE, COLL. OF AGR.

REPORT NUMBER BR-5-1315

PUB DATE 21 MAR 67

GRANT OEG-4-6-000487-0494

EDRS PRICE MF-\$1.00 HC-\$10.76 267P.

DESCRIPTORS *ADULT VOCATIONAL EDUCATION, *OCCUPATIONAL HOME ECONOMICS, *PROGRAM DEVELOPMENT, *VISITING HOMEMAKERS, CURRICULUM GUIDES, DIRECTORIES, HEALTH SERVICES, HOME ECONOMICS TEACHERS, INDIVIDUAL CHARACTERISTICS, INSTRUCTIONAL MATERIALS, LOUISIANA, PROGRAM DESCRIPTIONS, PROGRAM EVALUATION, RECORDS (FORMS), TEACHER EDUCATION, TEACHING METHODS, WORK EXPERIENCE PROGRAMS, WORKSHOPS.

BASED ON AN EARLIER PILOT PROGRAM, THIS PROGRAM, CONDUCTED FROM JANUARY 1966 TO MARCH 1967, WAS DESIGNED TO PREPARE HOME ECONOMISTS FOR LEADERSHIP IN TRAINING ADULTS AND OLDER YOUTH FOR HOMEMAKER SERVICES AND DEVELOP METHODS AND A CURRICULUM FOR TEACHING THE NECESSARY COURSES. TWENTY-EIGHT QUALIFIED HOME ECONOMISTS ATTENDED A 3-WEEK WORKSHOP TO DEVELOP INSTRUCTIONAL MATERIALS AND METHODS. LECTURES, REPORTS, AND DISCUSSIONS OF RESEARCH FINDINGS COVERED PROBLEM AREAS SUCH AS ETHICS OF HOMEMAKER SERVICE, MENTAL HEALTH, AND THE ILL AND AGING. EACH HOME ECONOMIST RETURNED TO HER PARISH AND TAUGHT A HOMEMAKER-HOME HEALTH AIDE TRAINING COURSE OF 60 HOURS OF CLASSROOM INSTRUCTION AND 20 HOURS OF SUPERVISED WORK EXPERIENCE. A TOTAL OF 380 HOMEMAKERS, 151 IN URBAN AND 229 IN RURAL AREAS, COMPLETED THE COURSE. THE TEACHER TRAINING WORKSHOP, HOMEMAKER TRAINING PROGRAM, AND TRAINEE WORK EXPERIENCE WERE EVALUATED. SOME FINDINGS WERE - (1) ADVISORY COMMITTEES CONTRIBUTED TO THE DEVELOPMENT OF THE PROGRAMS, (2) THE SYLLABUS DEVELOPED BY HOME ECONOMISTS WAS AN EFFECTIVE

TIVE TRAINING RESOURCE, (3) ANNOUNCEMENTS MADE THROUGH THE STATE EMPLOYMENT SERVICE AND LOCAL CIVIC ORGANIZATIONS AIDED TRAINEE RECRUITMENT AND PLACEMENT, (4) SERVICES OF PROGRAM GRADUATES RELIEVED DEMANDS ON NURSING HOMES AND HOSPITALS, (5) THE 80-HOUR TRAINING PROGRAM WAS JUDGED TO BE MORE SATISFACTORY THAN THE SHORTER ONES, AND (6) THE STRENGTH OF THE PROGRAM LAY IN THE ACQUIRED SKILLS AND ETHICAL CONDUCT OF CERTIFIED HOMEMAKERS. SUPPLEMENTARY MATERIALS INCLUDE EXAMPLES OF AN ANNOTATED COURSE OUTLINE, OTHER INSTRUCTIONAL MATERIALS, APPLICATION AND EVALUATION FORMS, A CERTIFICATE OF COMPLETION, AN ORGANIZATIONAL PLAN, AND A PARISH DIRECTORY OF CERTIFIED HOMEMAKERS. (FP)

ED 015 260 08 VT 003 213
PIERSON, GLENN. AND OTHERS
A REGIONAL CAREER INFORMATION CENTER, DEVELOPMENT AND PROCESS.
REPORT NUMBER BR-6-1620
PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.
DESCRIPTORS *CAREER PLANNING, *INFORMATION SYSTEMS, *OCCUPATIONAL INFORMATION, INFORMATION DISSEMINATION, INFORMATION RETRIEVAL, INFORMATION STORAGE.

THE CENTER WAS ESTABLISHED TO COLLECT, ABSTRACT, SYNTHESIZE, PRODUCE, STORE, AND DISSEMINATE CAREER INFORMATION TO HIGH SCHOOLS AND JUNIOR COLLEGES IN SAN DIEGO COUNTY, CALIFORNIA. A STUDY WAS MADE TO DETERMINE THE TYPE OF CAREER INFORMATION DESIRED BY STUDENTS AND COUNSELORS. THE INFORMATION WAS PUT ON MICROFILM APERTURE CARDS. EACH CARD CONTAINS FOUR REDUCED 8 BY 11 INCH PAGES. IN ADDITION, SELECTED OCCUPATIONAL PARAMETERS ARE KEY PUNCHED INTO THE CARD. TWO APERTURE CARDS ARE PREPARED FOR EACH OCCUPATION AND CONTAIN PHOTOGRAPHS OF LOCAL WORKERS ON THE JOB, A LIST OF CRITERIA WHICH JOB ASPIRANTS MUST MEET, A DESCRIPTION OF THE OCCUPATION, ADVANTAGES AND DISADVANTAGES, TRAINING REQUIRED, SALARY, A LISTING OF LOCAL TRAINING INSTITUTIONS, A BIBLIOGRAPHY OF LOCALLY PRODUCED STUDIES AND SURVEYS RELATING TO THE FIELD, AND A LISTING OF COMMUNITY RESOURCE PEOPLE WORKING IN THE OCCUPATION WHO HAVE AGREED TO TALK ABOUT THEIR JOBS WITH STUDENTS. INFORMATION ON APPROXIMATELY 200 OCCUPATIONS IS BEING DISSEMINATED TO 12 SECONDARY SCHOOLS NOW PARTICIPATING IN THE PROJECT. THIS DOCUMENT APPEARED IN "VOCATIONAL GUIDANCE QUARTERLY," VOLUME 15, NUMBER 3, MARCH 1967. (PS)

ED 015 261 08 VT 003 254
MALEY, DONALD
THE PREPARATION OF CURRICULUM MATERIALS AND THE DEVELOPMENT OF TEACHERS FOR AN EXPERIMENTAL APPLICATION OF THE CLUSTER CONCEPT OF VOCATIONAL EDUCATION AT THE SECONDARY SCHOOL LEVEL. PHASE II, CLUSTER CONCEPT PROJECT. SECOND QUARTERLY REPORT.
MARYLAND UNIV., COLLEGE PARK
REPORT NUMBER BR-6-2312-QR-2

PUB DATE 01 MAR 67
GRANT OEG-2-7-062312-0175
EDRS PRICE MF-\$0.25 HC-\$1.60 38P.
DESCRIPTORS *EXPERIMENTAL PROGRAMS, *OCCUPATIONAL CLUSTERS, *TEACHER SELECTION, *TRADE AND INDUSTRIAL EDUCATION, CLUSTER CONCEPT PROJECT, HIGH SCHOOLS, INSTRUCTIONAL MATERIALS, TEACHER EDUCATION.

OBJECTIVES DURING THE PROJECT'S SECOND QUARTER WERE TO (1) COMPLETE THE SELECTION OF TEACHERS, (2) COMPLETE THE DEVELOPMENT OF THE TEACHER PREPARATION PROGRAM, (3) INITIATE THE TEACHER PREPARATION PROGRAM, (4) HOLD ORIENTATION MEETINGS FOR COUNSELORS AND ADMINISTRATORS INVOLVED IN THE PILOT PROGRAMS, AND (5) OBTAIN MATERIAL AND INFORMATION FROM INDUSTRIAL ORGANIZATIONS AND BUSINESSES ABOUT PREPARING THE SELECTED TEACHERS TO TEACH THE JOB ENTRY TASKS IN THEIR RESPECTIVE OCCUPATIONAL CLUSTERS. AN INTERVIEW SCHEDULE WAS USED IN A TAPE-RECORDED INTERVIEW WITH EACH TEACHER CANDIDATE. ROKEACH DOGMATISM SCALE WAS ADMINISTERED TO OBTAIN AN INDICATION OF COGNITIVE RIGIDITY AND FLEXIBILITY. USING A COMPOSITE OF THE INFORMATION, AN EVALUATION PANEL SELECTED THREE TEACHERS FOR EACH OF FOUR COUNTIES. THREE TEACHER PREPARATION SESSIONS INVOLVED ANALYZING A JOB ENTRY TASK, WRITING BEHAVIORAL OBJECTIVES, AND FORMULATING A FORMAT FOR ARRANGING INSTRUCTIONAL INFORMATION. ORIENTATION SESSIONS ACQUAINTED COUNSELORS AND ADMINISTRATORS WITH THE PROJECT PURPOSES AND ENCOURAGED THEIR COOPERATION WITH THE PILOT PROGRAMS. POSSIBLE INDUSTRIAL RESOURCE PERSONNEL WERE IDENTIFIED. PROPOSED OBJECTIVES AND ACTIVITIES FOR THE THIRD QUARTER ARE GIVEN. THE APPENDIX CONTAINS FORMS USED IN TEACHER SELECTION. RELATED DOCUMENTS ARE VT 002 165, VT 002 166, VT 002 167, VT 002 491, AND VT 002 356. (EM)

ED 015 262 08 VT 003 259
NERDEN, JOSEPH T.
CONFERENCE ON MAJOR PROBLEMS IN VOCATIONAL EDUCATION IN THE SOUTH. CENTER SEMINAR AND CONFERENCE REPORT, NUMBER 1.
NORTH CAROLINA UNIV., RALEIGH, N.C.
STATE UNIV.
REPORT NUMBER BR-5-1005-CR-1
PUB DATE 66
CONTRACT OEC-5-85-107
EDRS PRICE MF-\$0.25 HC-\$1.88 45P.
DESCRIPTORS *EDUCATIONAL PROBLEMS, *SOUTHERN STATES, *VOCATIONAL EDUCATION, ADMINISTRATIVE PROBLEMS, CONFERENCES, CURRICULUM PROBLEMS, EMPLOYMENT PROBLEMS, FINANCIAL PROBLEMS, PERSONNEL, PROGRAM PLANNING, RESEARCH PROBLEMS, STUDENT PROBLEMS.

MAJOR PROBLEMS IN VOCATIONAL EDUCATION RELATING TO PERSONNEL, CURRICULUM, STUDENTS, OPERATING POLICIES AND PROCEDURES, AND FINANCING WERE STUDIED BY 20 REPRESENTATIVES FROM EDUCATION, INDUSTRY, AND STATE AGENCIES AT A REGIONAL CONFERENCE. CONFERENCE OBJECTIVES WERE TO (1) IDENTIFY URGENT PROBLEMS IN VOCATIONAL EDU-

CATION, (2) SUGGEST FEASIBLE SOLUTIONS, AND (3) IDENTIFY RESEARCH FOR THE SOLUTION OF THESE PROBLEMS. CONSULTANTS DISCUSSED PROBLEMS IN FIVE AREAS OF VOCATIONAL EDUCATION. PERSONNEL PROBLEMS WERE THE CRITICAL PERSONNEL SHORTAGE AND THE FUTURE ROLE OF THE VOCATIONAL ADMINISTRATOR AS A PLANNER AND LEADER-ARRANGER. THE MAJOR PROBLEM IN CURRICULUM WAS KEEPING CURRENT STUDENT PROBLEMS INVOLVED HELPING STUDENTS MAKE VALID EDUCATIONAL CHOICES, IMPROVING THE STATUS OF VOCATIONAL EDUCATION, IDENTIFYING STUDENT MOTIVATIONS, AND CHANGING SOUTHERN CULTURAL INHIBITIONS AGAINST FEMALE EMPLOYMENT IN INDUSTRY. OTHER PROBLEMS INCLUDED A LACK OF OVERALL POLICY WHICH IS REFLECTED IN THE ISOLATION OF VOCATIONAL EDUCATION FROM GENERAL EDUCATION AND A NEED FOR MORE EFFICIENT UTILIZATION OF FINANCING BY KNOWING SOURCES OF FUNDS AND PRESENTING ADEQUATE DATA TO INFLUENCE THEIR ALLOCATION. (EM)

ED 015 263 VT 003 260
BEARD, H.G.
NATIONAL VOCATIONAL-TECHNICAL EDUCATION SEMINAR ON OCCUPATIONAL MOBILITY AND MIGRATION. CENTER SEMINAR AND CONFERENCE REPORT, NUMBER 2.
NORTH CAROLINA UNIV., RALEIGH, N.C.
STATE UNIV.
REPORT NUMBER BR-5-1005-CR-2
PUB DATE 66
CONTRACT OEC-5-85-107
EDRS PRICE MF-\$1.00 HC-\$9.54 244P.
DESCRIPTORS *LABOR FORCE, *MIGRATION PATTERNS, *OCCUPATIONAL MOBILITY, *SOCIAL MOBILITY, *VOCATIONAL EDUCATION, ACADEMIC ACHIEVEMENT, ANNOTATED BIBLIOGRAPHIES, BIBLIOGRAPHIES, CONFERENCES, EDUCATIONAL NEEDS, EMPLOYMENT PATTERNS, EMPLOYMENT PROJECTIONS, EMPLOYMENT TRENDS, ENROLLMENT RATE, NATIONAL DEMOGRAPHY, OCCUPATIONAL CHOICE, OCCUPATIONS, SOCIOECONOMIC STATUS, TECHNICAL EDUCATION, UNEMPLOYMENT.

THIRTY-THREE STATE-LEVEL LEADERS WITH RESEARCH RESPONSIBILITIES IN VOCATIONAL-TECHNICAL EDUCATION FROM 23 STATES AND TERRITORIES ATTENDED THE SEMINAR WHICH HAD THE OBJECTIVES TO - (1) SECURE A BETTER UNDERSTANDING OF THE PROBLEMS AND DECISIONS FACING EDUCATIONAL POLICYMAKERS, PROGRAM PLANNERS, ADMINISTRATORS, AND TEACHERS, (2) DEVELOP A CONCEPTUAL FRAMEWORK FOR STUDYING SOCIOECONOMIC MOBILITY, (3) DEVELOP AN UNDERSTANDING OF THE STATUS OF RESEARCH IN LABOR SUPPLY AND DEMAND, MIGRATION, AND SOCIOECONOMIC MOBILITY, (4) BECOME ACQUAINTED WITH APPROPRIATE RESEARCH RATIONALES, DESIGNS, AND METHODOLOGIES, (5) IDENTIFY PROBLEM AREAS FOR RESEARCH, (6) IDENTIFY SPECIFIC RESEARCHABLE PROBLEMS, (7) ACQUIRE AN UNDERSTANDING OF THE RESOURCES AVAILABLE RELATIVE TO RESEARCH IN OCCUPATIONAL MOBILITY AND MIGRATION, AND (8) DEVELOP LINES OF COMMUNICATION TO EXPLOIT AVAILABLE RESOURCES TO CONDUCT RESEARCH AND TO DISSEMINATE RESEARCH FINDINGS. PAPERS PRESENTED WERE (1) "MANPOWER ADJUSTMENTS AND OCCUPATIONAL EDUCATION," BY E. WALTON JONES, (2) "MANPOWER SUPPLY

IN THE UNITED STATES," BY HOWARD ROSEN, (3) "MANPOWER REQUIREMENTS BY INDUSTRY AND OCCUPATIONS," BY SOL SWERDLOFF, (4) "DIFFERENTIALS IN SPATIAL MOBILITY," BY EVERETT S. LEE AND G. PUTNAM BARBER, (5) "THE SOCIAL-PSYCHOLOGICAL DIMENSIONS OF OCCUPATIONAL MOBILITY," BY WILLIAM P. KUVLESKY, AND (6) "UNDERSTANDING SOCIAL MOBILITY," BY SELZ C. MAYO. EACH PAPER WAS THE BASIS FOR DISCUSSION BY A WORK GROUP. REPORTS OF THESE DISCUSSIONS ARE PRESENTED. THE APPENDIX CONTAINS THE SEMINAR PROGRAM AND A BIBLIOGRAPHY ON MANPOWER SUPPLY AND DEMAND. (EM)

ED 015 264

VT 003 261

SCARBOROUGH, C. CAYCE
REGIONAL SEMINAR FOR STATE LEADERS IN VOCATIONAL EDUCATION ON IN-SERVICE EDUCATION. CENTER SEMINAR AND CONFERENCE REPORT, NUMBER 3.
NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.

REPORT NUMBER BR-5-1005-CR-3

PUB DATE 66

CONTRACT OEC-5-85-107

EDRS PRICE MF-\$0.50 HC-\$2.60 63P.

DESCRIPTORS *EDUCATIONAL PHILOSOPHY, *INSERVICE TEACHER EDUCATION, *RESEARCH NEEDS, *SOCIAL CHANGE, *VOCATIONAL EDUCATION, EDUCATIONAL PROBLEMS, PROGRAM IMPROVEMENT, SEMINARS, TEACHER ATTITUDES.

THIRTY-FIVE STATE LEADERS FROM 10 STATES WITH RESPONSIBILITIES FOR IN-SERVICE EDUCATION OF TEACHERS AND LEADERS IN OCCUPATIONAL EDUCATION ATTENDED A SEMINAR WHICH EXAMINED TWO DIMENSIONS OF IN-SERVICE EDUCATION - THE TEACHER AS A CHANGE AGENT IN THE ONGOING PROCESS OF SOCIAL CHANGE, AND THE TEACHER AS AN INTEGRATING AGENT IN TERMS OF VALUES AND PHILOSOPHICAL CONCEPTS. IN HIS PAPER ON "VOCATIONAL EDUCATION AND SOCIAL CHANGE," FRED BATES DISCUSSED VOCATIONAL EDUCATION AS ONE PART OF A PROCESS TRANSMITTING THE CULTURE OF THE SOCIETY, THEREBY CONTRIBUTING A PART OF THE CULTURAL BLUEPRINT OR "PROGRAM" FOR BEHAVIOR IN THAT SOCIETY. TO BE EFFECTIVE, THIS "PROGRAM" MUST FIT INTO THE LARGER PROCESS OF PROGRAMING GOING ON IN SOCIETY AND MUST FIT THE KINDS OF DATA OR STIMULI PEOPLE WILL ENCOUNTER IN THE WORLD OF WORK. "CHANGING BELIEFS AND PRACTICES OF TEACHERS," BOB BROWN, DISCUSSED THE GULF THAT SEPARATES THE THEORY AND PRACTICE OF TEACHING. TO SOLVE THE THEORY-PRACTICE DILEMMA, TEACHER-EDUCATORS MUST INQUIRE INTO (1) THEORIES THAT EXPLAIN WHY PEOPLE BEHAVE AS THEY DO, AND (2) THE STRUCTURE AND ORGANIZATION OF BELIEF SYSTEMS OR FRAMES OF MIND. PARTICIPANTS IDENTIFIED 20 RESEARCH AND DEVELOPMENT NEEDS AND 20 UNSOLVED PROBLEMS IN VOCATIONAL EDUCATION. A SUMMARY OF STATE REPORTS ON IN-SERVICE EDUCATION PRACTICES IS PRESENTED. THE APPENDIX CONTAINS THE SEMINAR PROGRAM, "PERSONAL BELIEFS INVENTORY," "TEACHER PRACTICES INVENTORY," A LIST OF 76 PROBLEMS OF IN-SERVICE EDUCATION, AND A LIST OF 17 IN-SERVICE PROGRAMS WHICH HAVE BEEN EFFECTIVE. (EM)

ED 015 265

VT 003 262

INNEN, LORENA A. CARROLL, ADGER B.
REGIONAL CONFERENCE ON SUPPLY AND DEMAND OF TEACHERS OF OCCUPATIONAL EDUCATION IN THE SOUTH. CENTER SEMINAR AND CONFERENCE REPORT, NUMBER 4.

NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.

REPORT NUMBER BR-5-1005-CR-4

PUB DATE 66

CONTRACT OEC-5-85-107

EDRS PRICE MF-\$0.50 HC-\$4.48 110P.

DESCRIPTORS *EMPLOYMENT TRENDS, *TEACHER EMPLOYMENT, *TEACHER RECRUITMENT, *TEACHER SUPPLY AND DEMAND, *VOCATIONAL EDUCATION TEACHERS, ECONOMIC FACTORS, EDUCATIONAL CHANGE, EDUCATIONAL PLANNING, INNOVATION, JUNIOR COLLEGES, TEACHER EDUCATION, TEACHER SELECTION, VOCATIONAL EDUCATION.

TWENTY-EIGHT EDUCATORS, ECONOMISTS, AND OTHERS INTERESTED IN OCCUPATIONAL EDUCATION ATTENDED THE CONFERENCE TO CONSIDER (1) REGULATION, ORGANIZATION, AND ADMINISTRATION OF FEDERAL AND STATE AGENCIES, TEACHER TRAINING INSTITUTIONS, AND LOCAL SCHOOLS AS RELATED TO THE SUPPLY AND DEMAND OF TEACHERS, (2) OPERATION OF THE TEACHER LABOR MARKET AND SUPPLY AND DEMAND CONDITIONS FOR TEACHERS AT ALL EDUCATIONAL LEVELS, AND (3) EDUCATIONAL PLANNING. TEXTS OF FIVE PAPERS COMPRISE THIS REPORT. "EDUCATIONAL INSTITUTIONS AND THE DEMAND FOR OCCUPATIONAL EDUCATION PERSONNEL," PRESENTED BY CHARLES H. ROGERS, DISCUSSES ORGANIZATIONAL CHANGES AFFECTING THE DEMAND FOR OCCUPATIONAL EDUCATION PERSONNEL. THESE ARE INCREASED FINANCIAL SUPPORT, LESS TRADITIONAL OBJECTIVES AND APPROACH, INCREASED SPECIALIZATION, AND CULTURAL LAG. "EDUCATIONAL INSTITUTIONS AND THE SUPPLY OF OCCUPATIONAL EDUCATION TEACHERS," BY MERLE E. STRONG, PROVIDES INFORMATION ABOUT PRESENT PRACTICES, CERTIFICATION STANDARDS, CHANGES IN VOCATIONAL PROGRAMS AND TEACHER EDUCATION, COSTS TO STUDENTS, SUPPORT PROGRAMS, AND LEGISLATION AND INNOVATIONS. "SOME ASPECTS OF TEACHER SUPPLY AND DEMAND," BY JOHN K. FOLGER, REVIEWS THE SUPPLY AND DEMAND FOR ELEMENTARY, SECONDARY, AND COLLEGE TEACHERS. DISCUSSES TEACHER QUALITY, AND INDICATES SOME PROBLEMS IN STUDYING THIS SUPPLY AND DEMAND. "STAFFING JUNIOR COLLEGES," BY DAVID G. BROWN AND EDITH H. PARKER, DISCUSSES THE OPERATION, EFFICIENCY, AND IMPROVEMENT OF THE TEACHER LABOR MARKET. "EDUCATIONAL PLANNING," BY J. ALAN THOMAS, DISCUSSES THE ECONOMIST'S APPROACH TO EDUCATIONAL PLANNING BY THE USE OF THREE TYPES OF ANALYSES AND PLANNING MODELS. (EM)

ED 015 266

VT 003 264

ROGERS, CHARLES H. SCARBOROUGH, C. CAYCE
SEMINAR ON PLANNING DEVELOPMENTAL AND RELATED PROGRAMS IN OCCUPATIONAL EDUCATION. CENTER SEMINAR AND CONFERENCE REPORT, NUMBER 6.
NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.

REPORT NUMBER BR-5-1005-CR-6

PUB DATE 66

CONTRACT OEC-5-85-107

EDRS PRICE MF-\$0.50 HC-\$4.00 98P.

DESCRIPTORS *EDUCATIONAL RESOURCES, *PROGRAM PLANNING, *VOCATIONAL EDUCATION, DEMONSTRATION PROGRAMS, DEVELOPMENTAL PROGRAMS, EXPERIMENTAL PROGRAMS, FEDERAL PROGRAMS, HUDSON, INNOVATION, OHIO, PILOT PROJECTS, PROGRAM EVALUATION, REGIONAL LABORATORIES, RESEARCH AND DEVELOPMENT CENTERS, RESEARCH COORDINATING UNITS, RESEARCH METHODOLOGY.

TWENTY-FIVE PUBLIC SCHOOL PERSONNEL RESPONSIBLE FOR CONDUCTING RESEARCH ACTIVITIES IN OCCUPATIONAL EDUCATION ATTENDED A SEMINAR WHERE THE OBJECTIVES WERE - (1) TO STIMULATE THE INITIATION OF INNOVATIVE PROGRAMS IN OCCUPATIONAL EDUCATION AT THE LOCAL ADMINISTRATIVE LEVEL, (2) TO ASSIST LOCAL OCCUPATIONAL EDUCATION PERSONNEL IN PLANNING SUCH PROGRAMS, AND (3) TO DEVELOP STRATEGIES BY AND THROUGH WHICH THE CENTER MAY PROVIDE CONSULTATION AND ASSISTANCE FOR SUCH PROGRAMS IN COOPERATION WITH RESEARCH COORDINATING UNITS AND OTHER RESEARCH ORGANIZATIONS. PAPERS PRESENTED WERE (1) "THE NEED FOR DEVELOPING A NEW KIND OF VOCATIONAL PROGRAM," BY LLOYD G. BENHAM, (2) "A DESCRIPTION OF THE HUDSON, OHIO, PILOT PROGRAM IN VOCATIONAL EDUCATION," BY LLOYD G. BENHAM AND MARY PACE, (3) "ESTABLISHING OBJECTIVES AND DEVELOPING PROCEDURES FOR DEVELOPMENTAL, PILOT, AND INNOVATIVE PROGRAMS," BY LLOYD PHIPPS, AND (4) "EVALUATION OF DEVELOPMENTAL, PILOT, AND INNOVATIVE PROGRAMS," BY LLOYD PHIPPS. RESOURCES AVAILABLE FOR INNOVATIVE PROGRAMS THROUGH RESEARCH COORDINATING UNITS WERE DISCUSSED BY JAMES E. WALL, THROUGH THE CENTER FOR OCCUPATIONAL EDUCATION, BY JOHN K. COSTER, THROUGH THE REGIONAL U.S. OFFICE OF EDUCATION, BY THEODORE L. ABELL, THROUGH THE REGIONAL EDUCATION LABORATORIES, BY JOHN FORBES, AND THROUGH THE U.S. OFFICE OF EDUCATION IN WASHINGTON, BY EDWIN CRAWFORD. SUMMARIES OF PARTICIPANT REACTIONS ARE INCLUDED. (EM)

ED 015 267

VT 003 405

KANNINEN, TOIVO P.
SALARIES FOR SELECTED OCCUPATIONS IN SERVICES FOR THE BLIND, JANUARY 1966.

BUREAU OF LABOR STATISTICS (DEPT. OF LABOR)

REPORT NUMBER BULL-1500

PUB DATE NOV 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BLIND, *PROFESSIONAL PERSONNEL, ACADEMIC ACHIEVEMENT, AGENCIES, GEOGRAPHIC REGIONS, NATIONAL SURVEYS, OCCUPATIONAL SURVEYS, SALARIES, SEX (CHARACTERISTICS), OF 803 GOVERNMENT AND NONGOVERNMENT AGENCIES CONTACTED BY QUESTIONNAIRE, 620 REPORTED SALARY INFORMATION FOR FULL-TIME EMPLOYEES WHO SPEND 50 PERCENT OR MORE OF THEIR TIME IN WORK FOR THE BLIND IN ANY OF THE 26 PROFESSIONAL AND ADMINISTRATIVE OCCUPATIONS SELECTED FOR THE STUDY. GOVERNMENT AGENCIES EMPLOYED 7,000 AND NONGOVERNMENT AGENCIES 4,000 OF THESE PEOPLE. ABOUT 25 PERCENT OF THE EMPLOYEES REPORTED WERE LEGALLY BLIND, RANGING FROM 3 PERCENT FOR HOME ECONOMICS TEACHERS TO 81 PER-

CENT FOR REHABILITATION TEACHERS. SALARIES WERE 28 PERCENT HIGHER FOR THE OCCUPATIONS AS A GROUP IN 1966 THAN IN 1961. MEDIAN ANNUAL SALARIES RANGED FROM \$5,150 FOR TEACHERS OF ARTS AND CRAFTS TO \$11,290 FOR SUPERINTENDENTS OF RESIDENT SCHOOLS. SALARIES WERE HIGHER FOR GOVERNMENT THAN NONGOVERNMENT AGENCIES FOR MOST OF THE OCCUPATIONS. GENERALLY, SALARIES INCREASED WITH EACH ASCENDING EDUCATIONAL ATTAINMENT LEVEL. WOMEN EMPLOYEES SLIGHTLY OUTNUMBERED MEN, 55 COMPARED WITH 45 PERCENT, AND HAD LOWER MEDIAN SALARIES IN A MAJORITY OF THE OCCUPATIONS. ALTHOUGH SALARIES OF BLIND EMPLOYEES WERE LOWER THAN THOSE OF THE SIGHTED IN 12 OF 23 OCCUPATIONS, IN MOST CASES, THEY WERE 90 TO 110 PERCENT OF THOSE OF THE SIGHTED. THIS DOCUMENT IS AVAILABLE AS GPO L23-3,1500 FOR 30 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (JK)

ED 015 268 VT 003 436

ROGERS, VIRGIL M.
ADAPTING EDUCATIONAL CHANGE TO MANPOWER NEEDS IN QUINCY, MASSACHUSETTS, AND WOOD COUNTY (PARKERSBURG), WEST VIRGINIA.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
PUB DATE SEP 66

EDRS PRICE MF-\$0.50 HC-\$3.88 95P.

DESCRIPTORS *EDUCATIONAL CHANGE, *SCHOOL IMPROVEMENT, *SCHOOL SURVEYS, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, FEDERAL AID, GENERAL EDUCATION, GUIDELINES, HIGH SCHOOLS, INNOVATION, JUNIOR COLLEGES, MANPOWER DEVELOPMENT, MASSACHUSETTS, PARKERSBURG, POST SECONDARY EDUCATION, PROGRAM EVALUATION, PROGRAM PLANNING, QUINCY, STAFF IMPROVEMENT, VOCATIONAL SCHOOLS, WEST VIRGINIA.

PRESENT PROCEDURES AND INNOVATIONS RESULTING FROM TECHNOLOGICAL CHANGES WERE EXAMINED IN TWO REPRESENTATIVE SCHOOL SYSTEMS TO HELP OTHER SCHOOLS, BOARDS, AND FACULTIES FACING COMPARABLE PROBLEMS. THE STUDY FOCUSED ON MANPOWER TRAINING AND DEVELOPMENT, THE RESOURCES AVAILABLE IN THE COMMUNITY, THE PROFESSIONAL STAFF OF THE SCHOOLS, THE RECEPTIVITY TO INNOVATIONS, THE LIMITATIONS IMPOSED BY FINANCIAL STRINGENCIES, THE NEW RESOURCES AVAILABLE FROM FEDERAL SOURCES, AND THE INDUSTRIAL AND BUSINESS ENVIRONMENT. PROCEDURES DESIGNED TO DEAL WITH THE CULTURALLY DEPRIVED, SCHOOL DROPOUTS, AND ADULTS SEEKING RETRAINING OPPORTUNITIES WERE SPECIALLY CONSIDERED. GENERALIZATIONS IDENTIFIED DURING THE 2-YEAR STUDY WHICH SHOULD BE USEFUL AS GUIDELINES INCLUDED - (1) THE GAP BETWEEN GENERAL AND VOCATIONAL EDUCATION CAN BE BRIDGED, (2) VOCATIONAL AND TECHNICAL EDUCATION DIFFER FROM ACADEMIC EDUCATION BUT NEED NOT BE INFERIOR TO IT, (3) EFFECTIVE TEACHING OF BASIC LEARNING SKILLS IS ESSENTIAL, AND IT MUST START EARLY IN A CHILD'S LIFE, (4) TECHNICAL SKILLS ARE BEST TAUGHT TO MATURE STUDENTS, (5) TECHNICAL EDUCATION FOR GIRLS HAS BEEN LAGGING, (6) THE LIBRARY, COUNSELING, AND GUIDANCE

ASSUME INCREASING IMPORTANCE IN TECHNICAL EDUCATION, (7) INVOLVEMENT OF THE COMMUNITY AND FACULTY CONTINUES TO BE ESSENTIAL IN PROGRAM PLANNING, (8) THE AVAILABILITY OF PART-TIME JOBS REDUCES DROPOUT POTENTIAL, (9) JUNIOR COLLEGES ARE OF INCREASING IMPORTANCE, ESPECIALLY IN VOCATIONAL-TECHNICAL EDUCATION, (10) THE USE OF FEDERAL FUNDS IS OF INCREASING IMPORTANCE, AND (11) THE GROWING COMPLEXITY OF SCHOOL ADMINISTRATION PUTS A HIGHER PREMIUM ON COMPETENT LEADERSHIP. (PS)

ED 015 269 VT 003 496

OCCUPATIONAL OUTLOOK HANDBOOK, EMPLOYMENT INFORMATION ON OCCUPATIONS FOR USE IN GUIDANCE. 1966-67 EDITION.

BUREAU OF LABOR STATISTICS (DEPT. OF LABOR)

REPORT NUMBER BULL-1450

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EMPLOYMENT OPPORTUNITIES, *EMPLOYMENT QUALIFICATIONS, *OCCUPATIONAL INFORMATION, *OCCUPATIONS, EDUCATIONAL NEEDS, EMPLOYMENT SERVICES, EMPLOYMENT TRENDS, OCCUPATIONAL GUIDANCE.

THE EMPLOYMENT OUTLOOK, NATURE OF THE WORK, TRAINING AND OTHER QUALIFICATIONS NEEDED FOR ENTRY, LINES OF ADVANCEMENT, JOB LOCATION, EARNINGS AND WORKING CONDITIONS, AND SOURCES OF ADDITIONAL INFORMATION ARE PROVIDED FOR OVER 700 OCCUPATIONS. INTRODUCTORY CHAPTERS SUGGEST SUPPLEMENTARY SOURCES OF OCCUPATIONAL INFORMATION, DESCRIBE STATE EMPLOYMENT OFFICE SERVICES AND GIVE A GENERAL PICTURE OF EMPLOYMENT TRENDS AND OPPORTUNITIES. MAJOR DIVISIONS ARE (1) PROFESSIONAL, MANAGERIAL, AND RELATED OCCUPATIONS, (2) CLERICAL AND RELATED OCCUPATIONS, (3) SALES OCCUPATIONS, (4) SERVICE OCCUPATIONS, (5) SKILLED AND OTHER MANUAL OCCUPATIONS, (6) SOME MAJOR INDUSTRIES AND THEIR OCCUPATIONS, (7) OCCUPATIONS IN AGRICULTURE, AND (8) OCCUPATIONS IN GOVERNMENT. WITHIN EACH OF THESE MAJOR DIVISIONS, OCCUPATIONS ARE GROUPED INTO RELATED FIELDS. GENERAL INFORMATION ON MANY FIELDS OF WORK NOT COVERED IN THE INDIVIDUAL OCCUPATIONAL REPORTS IS GIVEN IN THE INTRODUCTIONS TO THE MAJOR DIVISIONS. THE TABLE OF CONTENTS, IN MOST CASES, AND AN INDEX AT THE BACK OF THE BOOK LIST OCCUPATIONS AND INDUSTRIES ALPHABETICALLY. THE TECHNICAL APPENDIX CONTAINS A DISCUSSION OF THE SOURCES AND METHODS USED IN ANALYZING THE OCCUPATIONAL OUTLOOK IN DIFFERENT FIELDS OF WORK AND AN EXPLANATION OF THE "DICTIONARY OF OCCUPATIONAL TITLES" NUMBERS USED IN THE REPORTS. AVAILABILITY INFORMATION FOR REPRINTS OF THE DESCRIPTIONS OF INDIVIDUAL OCCUPATIONS IS GIVEN. THIS DOCUMENT IS AVAILABLE AS GPO L23-1450 FOR \$5.00 FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (ET)

ED 015 270 VT 003 500

MILLER, W.R. GINTHER, R.E.
AN ANALYSIS OF GRADUATE WORK IN INST-

ITUTIONS WITH PROGRAMS FOR INDUSTRIAL ARTS EDUCATION PERSONNEL.
AMERICAN COUNCIL ON INDUSTRIAL ARTS TEACHER EDUC.

REPORT NUMBER MONOGRAPH-1

PUB DATE 65

EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS. 50P.

DESCRIPTORS *GRADUATE STUDY, *INDUSTRIAL ARTS, *TEACHER EDUCATION, *TECHNICAL EDUCATION, *TRADE AND INDUSTRIAL EDUCATION, CURRICULUM, DEGREES (TITLES), INDUSTRIAL EDUCATION, NATIONAL SURVEYS.

THE PURPOSES OF THIS STUDY WERE TO EXAMINE (1) THE STATUS OF CERTAIN ORGANIZATIONAL PROCEDURES AND PRACTICES IN GRADUATE PROGRAMS OF INDUSTRIAL ARTS EDUCATION, (2) THE EXTENT TO WHICH SPECIALIZED TECHNICAL, RESEARCH, TEACHING, AND ADMINISTRATION COMPETENCIES ARE DEVELOPED AMONG GRADUATE STUDENTS, AND (3) THE PROVISION FOR GENERAL LIBERAL EDUCATION COURSES IN GRADUATE INDUSTRIAL EDUCATION. QUESTIONNAIRES RETURNED BY REPRESENTATIVES OF 87 INSTITUTIONS IN 36 STATES SHOWED THAT ALL OFFERED THE MASTER'S DEGREE, AND 17 THE DOCTOR'S DEGREE, AND 16 THE SPECIALIST'S DEGREE. INDUSTRIAL ARTS WAS REPRESENTED IN 21 PROGRAMS, VOCATIONAL-INDUSTRIAL EDUCATION IN 18 PROGRAMS, AND TECHNICAL EDUCATION IN 14 PROGRAMS. SOME CONCLUSIONS WERE (1) IT IS QUESTIONABLE WHETHER THE LESS THAN 12 PERCENT TECHNICAL CONTENT OF THE DOCTORAL PROGRAM AND THE 25 PERCENT OF THE MASTER'S PROGRAM IS ADEQUATE TO DEVELOP TECHNICAL COMPETENCIES, (2) THE PRIMARY OPPORTUNITIES FOR DEVELOPING RESEARCH COMPETENCIES AT THE MASTER'S LEVEL ARE COURSES SUCH AS STATISTICS, RESEARCH METHODS, AND PROBLEMS, (3) OPPORTUNITIES FOR DEVELOPING TEACHING AND ADMINISTRATIVE COMPETENCIES APPEAR TO BE PRESENT IN THE PROFESSIONAL COURSES AND THE REQUIRED TEACHING EXPERIENCE, AND (4) MOST INSTITUTIONS RECOMMEND THAT GRADUATE STUDENTS TAKE GENERAL AND LIBERAL EDUCATION COURSES, AND THEY OFFER A VARIETY OF SUCH COURSES. THIS DOCUMENT IS AVAILABLE FOR \$1.75 FROM THE AMERICAN INDUSTRIAL ARTS ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 (EM)

ED 015 271 08 VT 003 565

INDUSTRIAL RADIOGRAPHY COURSE, INSTRUCTOR'S GUIDE, VOLUME 1.

REPORT NUMBER BR-5-0042-VOL-1

PUB DATE 67

EDRS PRICE MF-\$1.50 HC-\$16.16 402P.

DESCRIPTORS *CURRICULUM GUIDES, *RADIATION, *RADIOGRAPHERS, *TEACHING GUIDES, *TRADE AND INDUSTRIAL EDUCATION, TECHNICAL EDUCATION.

THE PURPOSE OF THE GUIDE IS TO GIVE MAXIMUM ASSISTANCE TO INSTRUCTORS IN PLANNING THE TRAINING OF LICENSED INDUSTRIAL RADIOGRAPHERS. IT WAS DEVELOPED BY THE ENGINEERING EXTENSION SERVICE, TEXAS AGRICULTURAL AND MECHANICAL UNIVERSITY, COLLEGE STATION, TEXAS. THE 21 UNITS INCLUDE (1) INDUSTRIAL APPLICATIONS, (2) NONDESTRUCTIVE TESTING METHODS, (3) PROFESSIONAL ETHICS, (4) RADIATION DETECTION INSTRUMENTS, (5) RELATED MATHEMATICS, (6) EFFECTS OF RADIATION, (7) IRON AND STEEL, (8)

APPLICATIONS OF WELDING, (9) CONTAMINATION TESTS, (10) FILM EXPOSURE FACTORS, (11) STANDARDS AND LICENSES, (12) REQUIRED RECORDS AND REPORTS, (13) EQUIPMENT, (14) FILM, (15) MEASUREMENT OF RADIOGRAPHIC SENSITIVITY, AND (16) TRANSPORTATION OF RADIOACTIVE MATERIALS. THE 114 LESSON PLANS EACH GIVE SUBJECT, PURPOSE, TEACHING AIDS, REFERENCES, PREPARATION OF THE LEARNER, INSTRUCTIONAL TOPICS, APPLICATION, TEST, AND SUMMARY. STUDENTS SHOULD BE 18 YEARS OLD AND HIGH SCHOOL GRADUATES WHO, WHENEVER POSSIBLE, POSSESS PROFICIENCY IN MATHEMATICS, PHYSICS, AND CHEMISTRY. THEY MUST NOT BE ACCIDENT PRONE, EMOTIONALLY UNSTABLE, OR HAVE A TENDENCY TO PANIC. TOTAL LESSON TIME REQUIRED IS 242 HOURS. A COMPANION VOLUME (VT 003 503) CONTAINS 52 INFORMATION SHEETS RELATED TO THE LESSON PLANS, A GLOSSARY, AND A BIBLIOGRAPHY OF BOOKS AND FILMS. (EM)

ED 015 272 VT 003 620

BRITTAIN, CLAY LOW, SETH
CHILD CARE ARRANGEMENTS OF THE NATION'S WORKING MOTHERS, 1965, A PRELIMINARY REPORT.
CHILDRENS BUREAU (DHEW), WASHINGTON, D.C.
WOMENS BUREAU (DEPT. OF LABOR), WASHINGTON, D.C.

PUB DATE 65
EDRS PRICE MF-0.25 HC-0.76 17P.
DESCRIPTORS *CHILD CARE, *MOTHERS, *WORKING WOMEN, FAMILY INCOME, NATIONAL SURVEYS.

THE BUREAU OF CENSUS, USING ITS NATIONAL SAMPLE OF HOUSEHOLDS, SURVEYED CHILD CARE ARRANGEMENTS OF MOTHERS WHO HAD WORKED 27 WEEKS OR MORE DURING 1964 AND HAD AT LEAST ONE CHILD UNDER 14 YEARS OLD LIVING AT HOME. ONE-EIGHTH OF THE NATIONAL WORK FORCE WAS COMPOSED OF WORKING MOTHERS WITH CHILDREN UNDER 18. ONE-THIRD OF THE MOTHERS WITH CHILDREN UNDER 18 AND ONE-FOURTH WITH CHILDREN UNDER 6 WORKED. IN THE 1970'S, A 43 PERCENT RISE IN NUMBER OF WORKING MOTHERS OF PRESCHOOL CHILDREN IS EXPECTED. THE 6.1 MILLION WORKING MOTHERS HAD 12.3 MILLION CHILDREN UNDER 14, ONE-FIFTH OF ALL AMERICAN CHILDREN IN THIS AGE GROUP. THESE EMPLOYED MOTHERS, 86 PERCENT WORKING FOR ECONOMIC AND 14 PERCENT FOR NONECONOMIC REASONS, REPORTED THEIR CHILD CARE ARRANGEMENTS - (1) 46 PERCENT WERE CARED FOR IN THEIR OWN HOMES, 15 PERCENT BY THE FATHER, 21 PERCENT BY ANOTHER RELATIVE, AND 10 PERCENT BY A NONRELATIVE, (2) 15 PERCENT WERE CARED FOR IN SOMEONE ELSE'S HOME, (3) 2 PERCENT WERE IN GROUP CARE IN DAY CARE CENTERS OR SIMILAR FACILITIES, (4) 8 PERCENT CARED FOR THEMSELVES, (5) 13 PERCENT WERE CARED FOR BY THEIR OWN MOTHERS AS THEY WORKED, AND (6) 15 PERCENT HAD MOTHERS WHO WORKED ONLY DURING SCHOOL HOURS. FAMILY INCOME WAS CORRELATED WITH CHILD CARE PRACTICES IN THAT IN LOWER INCOME GROUPS, MORE CHILDREN WERE CARED FOR BY RELATIVES, MORE WERE EXPECTED TO CARE FOR THEMSELVES, AND MORE MOTHERS CARED FOR THEIR OWN CHILD AS THEY WORKED. FAMILY DAY CARE OR GROUP CARE ARRANGEMENTS DID NOT SEEM TO BE ASSOCIATED WITH FAMILY INCOME. HOURS OF CHILD

CARE PER WEEK VARIED FROM LESS THAN 10 TO 50 OR MORE. COST PER WEEK VARIED FROM LESS THAN \$5 TO \$15 OR MORE. (FP)

ED 015 273 08 VT 003 634
SILVERN, LEONARD C.

DETERMINE THE FEASIBILITY OF DEVELOPING A MODEL DESCRIBING THE FLOW OF OCCUPATIONAL AND ECONOMIC INFORMATION INTO THE SECONDARY VOCATIONAL-TECHNICAL SCHOOL. FINAL REPORT.
EDUCATIONAL AND TRAINING CONSULTANTS CO.

REPORT NUMBER BR-6-1544
PUB DATE JUN 67
CONTRACT OEC-4-7-061544-1601
EDRS PRICE MF-0.50 HC-44.40 108P.

DESCRIPTORS *FEASIBILITY STUDIES, *INFORMATION SYSTEMS, *MODELS, *OCCUPATIONAL INFORMATION, *VOCATIONAL SCHOOLS, BIBLIOGRAPHIES, CURRICULUM DEVELOPMENT, ECONOMIC FACTORS, FEEDBACK, FEEDER PATTERNS, INPUT OUTPUT ANALYSIS, LITERATURE REVIEWS, SCHOOL INDUSTRY RELATIONSHIP, SYSTEMS ANALYSIS, SYSTEMS CONCEPTS, VOCATIONAL EDUCATION TEACHERS.

THE MAJOR OBJECTIVES OF THIS FEASIBILITY STUDY WERE (1) TO IDENTIFY INFORMATION SOURCES WHICH FURNISH OCCUPATIONAL AND ECONOMIC DATA TO SECONDARY SCHOOLS, (2) TO SELECT THOSE SOURCES WHICH ARE BELIEVED TO HAVE A MEASURABLE INFLUENCE ON THE VOCATIONAL CURRICULUM, AND (3) TO CATEGORIZE, RELATE, AND COMBINE OR RESTRUCTURE THOSE SOURCES INTO A MEANINGFUL RELATIONSHIP AND TO CREATE A MODEL. CONCEPTS OF EDUCATIONAL SYSTEMS FROM 1914 TO 1964 WERE EXAMINED, AND PROCEDURES FOR CREATING SYSTEMS IN EDUCATION FROM 1965 TO 1967 WERE DELINEATED AND EVALUATED. INTERVIEW DATA TO IDENTIFY INFORMATION SOURCES WERE COLLECTED FROM STATE AND COUNTY DEPARTMENTS OF EDUCATION, UNIVERSITY FACULTY, PROFESSIONAL SOCIETIES, EXPERTS IN SCHOOL-INDUSTRY RELATIONSHIPS, TRAINING DIRECTORS, SUPERVISORS, COUNSELORS, OCCUPATIONAL TEACHERS, RECENT GRADUATES, AND SENIORS. IN THE GRAPHIC FLOW CHART MODEL PRODUCED, 49 CLOSED-LOOP SIGNAL PATHS, EACH INCORPORATING FEEDBACK, ARE TRACED AND DESCRIBED USING THE CHARACTERISTICS OF FREQUENCY, ENTROPY, FIGURE OF MERIT, RELIANCE, AND RECENTCY. THESE ARE COLLECTIVELY RELATED TO OCCUPATIONAL INSTRUCTOR PERFORMANCE. IT WAS CONCLUDED THAT THE MODEL APPROACH WAS FEASIBLE AND MODELS COULD BE DEVELOPED WHICH HAVE AN IMMEDIATE, PRACTICAL APPLICATION. RECOMMENDATIONS INCLUDE REFINING THE 49 FEEDBACK LOOPS, IDENTIFYING AND EVALUATING OTHER LOOPS, DEVELOPING MATHEMATICAL MEANS TO TEST THE MODEL, USING A LIFE-PROBLEM SIMULATION PROCESS TO IMPROVE THE MODEL, AND EXTENDING THIS TECHNIQUE OF SYSTEMS ANALYSIS AND SYNTHESIS TO OTHER PROBLEM AREAS. FLOW CHARTS OF THE MODEL ARE INCLUDED. (EM)

ED 015 274 VT 003 648

JOHNSON, DAVID B. AND OTHERS
STUDIES IN WORKMEN'S COMPENSATION

AND RADIATION INJURY. VOLUME I, FEDERAL-STATE COOPERATION IN IMPROVEMENT OF WORKMEN'S COMPENSATION LEGISLATION, AND PROCEEDINGS OF A WORKSHOP.

DEPARTMENT OF LABOR, WASHINGTON, D.C.
ATOMIC ENERGY COMMISSION, WASHINGTON, D.C.

PUB DATE 65
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *FEDERAL STATE RELATIONSHIP, *INJURIES, *PROGRAM IMPROVEMENT, *RADIATION, *WORKMANS COMPENSATION, FEDERAL PROGRAMS, MEDICAL SERVICES, REHABILITATION, SAFETY, STATE ACTION, STATE LAWS, STATE LEGISLATION, WORKSHOPS.

ABOUT 100 REPRESENTATIVES OF INTERESTED AGENCIES, INSTITUTIONS, AND PROFESSIONS MET IN A WORKSHOP WITH U.S. DEPARTMENT OF LABOR AND U.S. ATOMIC ENERGY COMMISSION OFFICIALS TO DISCUSS A STUDY WHOSE PURPOSE WAS TO IDENTIFY WAYS IN WHICH THE FEDERAL GOVERNMENT MIGHT INDUCE OR ENCOURAGE THE STATES TO UNDERTAKE CHANGES IN THEIR WORKMEN'S COMPENSATION PROGRAMS TO PROVIDE ADEQUATE PROTECTION TO EMPLOYEES AGAINST THE HAZARDS OF IONIZING RADIATION. THE IMPORTANT FACTORS WHICH ACCOUNTED FOR THE PRESENT STATUS OF STATE LAWS WERE IDENTIFIED BY INTERVIEWING KNOWLEDGEABLE INDIVIDUALS IN SIX STATES. DOCUMENT RESEARCH REVEALED SPECIFIC WAYS IN WHICH THE FEDERAL GOVERNMENT MIGHT ENCOURAGE AMENDMENT OF STATE LAWS. RECOMMENDATIONS WERE THAT (1) THE U.S. DEPARTMENT OF LABOR'S BUREAU OF STANDARDS ENCOURAGE THE STATES TO PROVIDE AN ENVIRONMENT OF COMPROMISE BETWEEN PARTIES CONCERNED IN WORKMEN'S COMPENSATION AND INCREASE THE SCOPE OF ITS INFORMATION PROGRAM, (2) THE U.S. ATOMIC ENERGY COMMISSION INCREASE ITS EFFORTS TO PROVIDE INFORMATION ABOUT NUCLEAR HAZARD STANDARDS IN WORKMEN'S COMPENSATION STATUTES, AND (3) BOTH ABOVE-MENTIONED AGENCIES DRAFT LEGISLATION TO BE SUBMITTED TO CONGRESS TO PROVIDE CERTAIN GRANTS-IN-AID TO STATES FOR IMPROVING COMPENSATION BENEFITS. THE WORKSHOP REPORT INCLUDES PRELIMINARY REPORTS OF STUDIES ON SOME PROBLEMS OF RADIATION INJURIES AND RADIATION RECORDKEEPING AND DISCUSSIONS OF STATE ACTION THROUGH GRANTS-IN-AID AND THROUGH EDUCATIONAL MEANS. RELATED STUDIES ARE VT 003 649 AND VT 003 650. THIS DOCUMENT IS AVAILABLE AS GPO Y3.A77-2R11/28(V.I) FOR \$1.25 FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (PS)

ED 015 275 VT 003 649

OTOOLE, THOMAS J.
STUDIES IN WORKMEN'S COMPENSATION AND RADIATION INJURY. VOLUME II, THE INCIDENCE, NATURE AND ADJUDICATION OF WORKMEN'S COMPENSATION CLAIMS INVOLVING RADIATION EXPOSURE AND DELAYED INJURY.
DEPARTMENT OF LABOR, WASHINGTON, D.C.
ATOMIC ENERGY COMMISSION, WASHINGTON, D.C.

PUB DATE 65
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INJURIES, *RADIATION, *STATE LAWS, *WORKMENS COMPENSATION, CASE RECORDS.

THE PURPOSE OF THE STUDY WAS TO PROVIDE A FACTUAL BACKGROUND AGAINST WHICH JUDGMENTS CAN BE MADE CONCERNING THE MAGNITUDE OF THE PROBLEM OF INJURY APPEARING SOME TIME AFTER THE EXPOSURE TO IONIZING RADIATION AND DETERMINE WHETHER EXISTING LAWS PERMIT A JUST AND EQUITABLE ADJUDICATION OF RADIATION COMPENSATION CLAIMS. THE STUDY WAS BASED UPON THE 109 DELAYED INJURY CASES FOUND IN THE FILES OF ACTUAL COMPENSATION CASES IN A REPRESENTATIVE GROUP OF 10 STATES, THE FEDERAL GOVERNMENT, AND ONE CANADIAN PROVINCE. SOME CONCLUSIONS WERE - (1) PRESENT DEVICES AND PRACTICE WITH RESPECT TO MEASUREMENTS OF RADIATION EXPOSURE ARE INADEQUATE, (2) SEVERAL CASES RAISE DOUBTS ABOUT THE ACCURACY OR MEANING OF FILM BADGE MEASUREMENTS, (3) THE HIGHLY TECHNICAL QUESTIONS INVOLVED IN MEASURING IONIZING RADIATION POSE FORMIDABLE OBSTACLES FOR ALL BUT TECHNICALLY TRAINED EMPLOYEES, (4) A MORE LIBERAL INTERPRETATION OF THE LAW IN FAVOR OF THE EMPLOYEE WHEN THE FACTS PERMIT WOULD BE MORE NEARLY CONSONANT WITH TRADITIONAL NOTIONS OF JUSTICE AND WITH THE SPECIAL PURPOSES OF WORKMENS COMPENSATION LAWS, AND (5) IT DOES NOT SEEM FEASIBLE AT THIS TIME TO ESTABLISH A STATISTICALLY BASED INSURANCE APPROACH TO DELAYED INJURY HAZARDS OF EMPLOYEES EXPOSED TO RADIATION. THE APPENDIX INCLUDES OUTLINES OF COMPENSATION CLAIMS AND ABSTRACTS OF RELEVANT COMMON LAW CASES. RELATED STUDIES ARE VT 003 648 AND VT 003 650. THIS DOCUMENT IS AVAILABLE AS GPO Y3.A77-2R11/28/VII FOR 35 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (PS)

ED 015 276 **VT 003 650**
STUDIES IN WORKMENS COMPENSATION AND RADIATION INJURY. VOLUME III, A REPORT ON IONIZING RADIATION RECORD KEEPING.

WOODWARD AND FONDILLER INC, NEW YORK, N.Y.

DEPARTMENT OF LABOR, WASHINGTON, D.C.

ATOMIC ENERGY COMMISSION, WASHINGTON, D.C.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CASE RECORDS, *INJURIES, *RADIATION, *WORKMANS COMPENSATION, BIBLIOGRAPHIES, INFORMATION SYSTEMS, RECORDS (FORMS), STATE LAWS, STATE LEGISLATION.

THE SUCCESSFUL OPERATION OF THE PERMISSIBLE LEVEL CONCEPT OF RADIATION CONTROL NECESSARILY ENTAILS A COMPREHENSIVE SYSTEM UNDER WHICH EXPOSURE MUST BE RECORDED AND EMPLOYEES NOTIFIED OF THEIR EXPOSURE HISTORY. IN AN INVESTIGATION OF RECORD KEEPING NECESSARY TO PROCESS RADIATION CLAIMS, QUESTIONNAIRES OR LETTERS WERE RECEIVED FROM 45 STATE AGENCIES CONCERNED WITH THE CONTROL OF RADIATION HAZARDS, 45 STATE WORKMENS

COMPENSATION ADMINISTRATORS, EIGHT CANADIAN HEALTH AGENCIES, AND SIX CANADIAN WORKMENS COMPENSATION BOARDS. THERE IS NO EXISTING RECORD KEEPING SYSTEM FOR PROCESSING CLAIMS WHICH IS SATISFACTORY IN ALL IMPORTANT ASPECTS. CLAIMANTS HAVE NO REASONABLE ASSURANCE OF CONSISTENTLY EQUITABLE TREATMENT. A SYSTEM OF RADIATION RECORD KEEPING AS A SHARED RESPONSIBILITY OF STATE AND FEDERAL GOVERNMENT AGENCIES AND PRIVATE INDUSTRY IS PROPOSED. SOME OF THE DETAILED EXPOSURE RECORDS WHICH SHOULD BE MAINTAINED FOR THREE YEARS BY THE EMPLOYER ARE (1) PERSONAL EXPOSURE RECORDS, (2) EMPLOYEE MEDICAL HISTORY, (3) SOURCE RECORDS OF POTENTIALLY HAZARDOUS RADIATION, (4) AREA MONITORING AND CONTAMINATION SURVEY RESULTS, AND (5) EXPOSURE MEASUREMENT DEVICES. THE PROPOSED SYSTEM IS DISCUSSED IN DETAIL. EXAMPLES OF RADIATION EXPOSURE FORMS ARE GIVEN IN THE APPENDIX. AN EXTENSIVE BIBLIOGRAPHY IS INCLUDED. RELATED STUDIES ARE VT 003 648 AND VT 003 649. THIS DOCUMENT IS AVAILABLE AS GPO Y3.A77-2R11/28/VIII FOR 40 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (PS)

ED 015 277 **VT 003 651**

WELLS, JEANA. WOOL, MURIEL B.

COLLEGE WOMEN SEVEN YEARS AFTER GRADUATION, RESURVEY OF WOMEN GRADUATES, CLASS OF 1957.

WOMENS BUREAU (DEPT. OF LABOR), WASHINGTON, D.C.

REPORT NUMBER BULL-292

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLEGE GRADUATES, *EMPLOYMENT, *FEMALES, *GRADUATE SURVEYS, FAMILY STATUS, GRADUATE STUDY, INDIVIDUAL CHARACTERISTICS, OCCUPATIONS, QUESTIONNAIRES, SALARIES, VOLUNTEERS, WORK EXPERIENCE, WORKING WOMEN.

IN A RESURVEY OF 1957 WOMEN COLLEGE GRADUATES, QUESTIONNAIRES RETURNED BY 84 PERCENT OF THE 5,846 CONTACTED IN 1964 PROVIDED INFORMATION ABOUT THE INTERRELATED INFLUENCES ON COLLEGE WOMEN OF THEIR UNDERGRADUATE EDUCATION, POSTGRADUATE SPECIALIZATIONS, FAMILY AND COMMUNITY ACTIVITIES, AND WORK CAREERS. ALMOST THREE-FOURTHS OF THE GRADUATES SURVEYED WANTED FURTHER EDUCATION OR TRAINING. SLIGHTLY OVER HALF WERE MOTIVATED BY JOB CONNECTED REASONS - THE REMAINDER BY CULTURAL OR PERSONAL INTERESTS. FIFTY-ONE PERCENT WERE IN THE WORK FORCE COMPARED WITH 85 PERCENT IN 1957. MOST HAD WORKED CONTINUOUSLY SINCE GRADUATION AND 32 PERCENT HAD HAD ONLY ONE EMPLOYER. SIXTY PERCENT OF THE GRADUATES WERE TEACHERS, 6 PERCENT NURSES, AND 4 PERCENT SECRETARIES. THE AVERAGE 1964 SALARY WAS \$5,947, 60 PERCENT HIGHER THAN THAT OF 1957. ALMOST HALF THE WOMEN HAD TAKEN AT LEAST ONE GRADUATE COURSE SINCE LEAVING COLLEGE, 15 PERCENT HAD EARNED A MASTER'S DEGREE BUT LESS THAN 1 PERCENT A DOCTORATE. A MAJORITY CONTINUED TO SPECIALIZE IN THE

FIELD OF THEIR UNDERGRADUATE MAJOR. EDUCATION WAS THE PREDOMINANT FIELD OF ADVANCED STUDY. OVER THREE-FOURTHS OF THE WOMEN WERE ACTIVE MEMBERS OF ONE OR MORE COMMUNITY OR NATIONAL VOLUNTARY ORGANIZATIONS. A SAMPLE QUESTIONNAIRE FORM, A LIST OF COUNSELING AND PLACEMENT SERVICES, BRIEF DESCRIPTIONS OF GRADUATE FELLOWSHIP GRANT AND LOAN PROGRAMS, AND SUGGESTED READINGS ARE INCLUDED. THIS DOCUMENT IS AVAILABLE AS GPO L13.3-292 FOR 40 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (FP)

ED 015 278 **08** **VT 003 699**

BALDWIN, THOMAS S.

THE DEVELOPMENT OF ACHIEVEMENT MEASURES FOR TRADE AND TECHNICAL EDUCATION. PROGRESS REPORT NUMBER THREE.

NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.

REPORT NUMBER BR-5-1319-PR-3

PUB DATE 30 NOV 66

GRANT OEG-2-6-000517-0585

EDRS PRICE MF-\$0.25 HC-\$1.00 23P.

DESCRIPTORS *ACHIEVEMENT TESTS, *TEST CONSTRUCTION, *TRADE AND INDUSTRIAL EDUCATION, AUDITORY DISCRIMINATION, CURRICULUM, NORTH CAROLINA, RESEARCH PROJECTS, TECHNICAL EDUCATION, TEST SELECTION.

DURING THIS PERIOD FROM SEPTEMBER 1 THROUGH NOVEMBER 30, 1966, 35 FIELD CONSULTANTS COMPLETED ANALYSIS OF THEIR INDIVIDUAL TRADE AND TECHNICAL CURRICULUMS. THESE ANALYSES WERE DEVELOPED INTO AN OUTLINE TO SERVE AS A GUIDE FOR DEVELOPING ACHIEVEMENT TESTS. THE FINAL OUTLINE WAS DIVIDED INTO AS MANY DIFFERENT AREAS AS THE CONSULTANTS FELT NECESSARY TO REPRESENT INDEPENDENT AREAS OF INSTRUCTION. EACH INDEPENDENT AREA WAS THEN SUBDIVIDED TO DETAIL THE VARIOUS ELEMENTS OF THE CURRICULUM. THE BREAKDOWN WILL BE USED TO INSURE A TEST ITEM POOL REPRESENTATIVE OF ALL AREAS OF THE CURRICULUM. REFERENCE TESTS WITH KNOWN RELIABILITY AND VALIDITY ARE BEING EVALUATED TO DETERMINE WHICH WOULD BE MOST APPROPRIATE IN THE INITIAL TEST BATTERY AS A BASIS FOR COMPARING PROJECT TEST RESULTS. TWELVE NORTH CAROLINA TECHNICAL INSTITUTES PARTICIPATED IN THE INITIAL PHASE OF THE PROJECT, AND 10 ADDITIONAL INSTITUTIONS HAVE AGREED TO PARTICIPATE IN ADMINISTERING THE PRELIMINARY FORMS OF THE TEST. METHODS AND TECHNIQUES OF EVALUATING THE PRELIMINARY FORMS AND THE PROBLEMS OF DATA STORAGE AND RETRIEVAL HAVE BEEN STUDIED. EXPERIMENTAL STUDIES OF KINESTHETIC SENSITIVITY WERE CONDUCTED AND APPARATUS BUILT TO INVESTIGATE THIS AREA IN MORE DETAIL. AUDITORY RESPONSE AND ITS RELATIONSHIP TO ACHIEVEMENT IN SEVERAL OF THE VOCATIONAL AREAS WERE INVESTIGATED, AND HIGH-FIDELITY RECORDING EQUIPMENT HAS BEEN REQUISITIONED TO RECORD NORMAL AND ABNORMAL SOUNDS FOR DIAGNOSTIC WORK IN AUTO MECHANICS, MACHINE SHOP, AND RADIO-TV REPAIR. TWO PAPERS ARE GIVEN IN THE

APPENDIXES - "USE OF OBJECTIVES IN ITEM CONSTRUCTION" AND "AUDITORY DIAGNOSIS STUDY." (HC)

ED 015 279 VT 003 719

GINZBERG, ELI AND OTHERS
EXPANDING EMPLOYMENT IN A PLURALISTIC ECONOMY. SEMINAR ON MANPOWER POLICY AND PROGRAM (OCTOBER 1966).

MANPOWER ADMINISTRATION (DOL),
WASHINGTON, D.C.

PUB DATE OCT 66

EDRS PRICE MF-\$0.25 HC-\$1.68 40P.

DESCRIPTORS *ECONOMIC PROGRESS, *ECONOMICS, *EMPLOYMENT, BUSINESS, ECONOMIC FACTORS, EXPENDITURES, GOVERNMENT (ADMINISTRATIVE BODY), LABOR ECONOMICS, MANPOWER DEVELOPMENT, MODELS.

THE PROPOSITION WAS THAT THE CONVENTIONAL MODEL USED FOR OUR AMERICAN ECONOMY IS FUNDAMENTALLY FAULTY BECAUSE IT ASCRIBES TO THE PRIVATE PROFIT-SEEKING SECTOR THE BASIC DYNAMISM FOR AMERICAN ECONOMIC DEVELOPMENT. HOWEVER, THE NOT-FOR-PROFIT SECTOR, WHICH INCLUDES NONPROFIT INSTITUTIONS AND GOVERNMENT, ACCOUNTED FOR AT LEAST 27 PERCENT OF THE GROSS NATIONAL PRODUCT IN 1963. GOVERNMENTAL AND NONPROFIT INSTITUTIONS ARE BEING TRANSFORMED INTO ENTREPRENEURIAL STRUCTURES. THEY PLAY A CRITICAL ROLE IN THE DEVELOPMENT OF TRAINED MANPOWER SUCH AS PHYSICIANS, LAWYERS, ECONOMISTS, ENGINEERS, AND CHEMISTS. ECONOMIC ACTIVITIES IN NONPROFIT INSTITUTIONS AND GOVERNMENT HAVE SIGNIFICANT ECONOMIC EFFECTS ON PRIVATE ENTERPRISE IN UNDERTAKINGS SUCH AS URBAN RENEWAL, AND NUCLEAR POWER AND PRIVATE REGIONAL DEVELOPMENT. FISCAL AND MONETARY ARRANGEMENTS CAN CONTRIBUTE GREATLY TO PROVIDING NEEDED JOBS, BUT NEW ENTERPRISES, NEW PRODUCTS, AND NEW SERVICES ARE NEEDED. INNOVATION AND ENTERPRISE IN THE NOT-FOR-PROFIT SECTOR ARE THE PRECONDITIONS FOR EXPANDING EMPLOYMENT. BETTER SOCIAL INSTRUMENTS FOR MANPOWER ANALYSIS AND TRAINING ARE NECESSARY TO INSURE THAT MANPOWER SUPPLIES ARE IN REASONABLE BALANCE WITH NEEDS. SINCE TWO-THIRDS OF ALL OUR EMPLOYMENT TODAY IS IN THE SERVICE SECTOR WHICH IS HEAVILY ANCHORED IN THE NOT-FOR-PROFIT SECTOR, IT IS IMPORTANT TO EVOLVE A WAY FOR THE MARKET SYSTEM TO WORK BETTER IN THIS AREA. A GROUP DISCUSSION OF THE SPEECH, MODERATED BY HOWARD ROSEN, IS INCLUDED. THIS SPEECH WAS PRESENTED AT THE SEMINAR ON MANPOWER POLICY AND PROGRAM (WASHINGTON, OCTOBER 7, 1966). COPIES OF THIS DOCUMENT ARE AVAILABLE FROM MANPOWER ADMINISTRATION, OFFICE OF MANPOWER POLICY, EVALUATION, AND RESEARCH, U.S. DEPARTMENT OF LABOR, 14TH STREET AND CONSTITUTION AVENUE, N.W., WASHINGTON, D.C. 20210. (ET)

ED 015 280 VT 003 745

FACT SHEET ON NONWHITE WOMEN WORKERS.

WOMENS BUREAU (DEPT. OF LABOR),
WASHINGTON, D.C.

REPORT NUMBER WB-67-107

PUB DATE OCT 66

EDRS PRICE MF-\$0.25 HC-\$0.16 2P.

DESCRIPTORS *EMPLOYMENT PATTERNS, *NON CAUCASIANS, *WORKING WOMEN, INDIVIDUAL CHARACTERISTICS, LABOR FORCE, RACIAL CHARACTERISTICS, UNEMPLOYED.

RECENT SOCIAL, ECONOMIC, AND POLITICAL DEVELOPMENTS HAVE HELPED TO IMPROVE THE STATUS OF NONWHITE WOMEN WORKERS, BUT THERE ARE STILL SUBSTANTIAL DIFFERENCES IN THE EMPLOYMENT PATTERNS OF NONWHITE AND WHITE WOMEN. A HIGHER PERCENTAGE OF NONWHITES ARE IN THE LABOR FORCE AND ARE WORKING WIVES AND WORKING MOTHERS. IN GENERAL, NONWHITES HAVE HIGHER UNEMPLOYMENT RATES, LOWER INCOME, AND LESS SCHOOLING THAN WHITES, AND MORE ARE CONCENTRATED IN LOW-SKILLED, LOW-WAGE OCCUPATIONS. THE 3.5 MILLION IN THE LABOR FORCE IN 1965 WERE 46 PERCENT OF ALL NONWHITE WOMEN. OF THOSE WOMEN WITH CHILDREN 6-17 YEARS OF AGE, 58 PERCENT OF THE NONWHITES WERE WORKERS. THEY WERE IN ALL MAJOR OCCUPATIONAL GROUPS. THIRTY PERCENT WERE IN PRIVATE HOUSEHOLD WORK, 26 PERCENT IN SERVICE WORK, AND 11 PERCENT IN CLERICAL WORK. ABOUT 30 PERCENT WERE ON PART-TIME SCHEDULES BUT PREFERRED FULL-TIME. ALMOST 67 PERCENT OF NONWHITE WOMEN REPORTED SOME INCOME IN 1964. THE MEDIAN WAS \$1,066 WHILE THAT OF FULL-TIME, YEAR-ROUND WORKERS WAS \$2,674. ABOUT 324,000 NONWHITE WOMEN WERE SEEKING WORK IN 1965. THE MEDIAN NUMBER OF SCHOOL YEARS COMPLETED BY NONWHITE WOMEN WORKERS 18 YEARS AND OVER IN MARCH 1966 WAS 11.1 YEARS. THIRTY-TWO PERCENT HAD COMPLETED 8 YEARS OR LESS OF SCHOOLING, 29 PERCENT HAD COMPLETED HIGH SCHOOL, AND 8 PERCENT HAD GRADUATED FROM COLLEGE. SOURCES OF THESE DATA ARE THE U.S. DEPARTMENT OF COMMERCE, BUREAU OF CENSUS, AND THE U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS. (FP)

ED 015 281 VT 003 759

KEYSERLING, MARY DUBLIN
CONTINUING EDUCATION FOR WOMEN-A GROWING CHALLENGE.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.44 9P.

DESCRIPTORS *ADULT EDUCATION, *ADULT STUDENTS, *COLLEGE PROGRAMS, *FEMALES, *MANPOWER UTILIZATION, EDUCATIONAL NEEDS, EDUCATIONAL OPPORTUNITIES.

COLLEGES AND UNIVERSITIES ARE CHALLENGED TO EXPAND OPPORTUNITIES FOR CONTINUING EDUCATION FOR MATURE WOMEN. NEARLY 29 MILLION WOMEN ARE IN THE LABOR FORCE, MORE THAN TWICE AS MANY AS IN THE YEARS IMMEDIATELY BEFORE WORLD WAR II. IN 1966, THEY REPRESENTED 37 PERCENT OF ALL WORKERS IN PROFESSIONAL, TECHNICAL, AND KINDRED OCCUPATIONS COMPARED WITH 45 PERCENT IN 1940. THIS UNDERUTILIZATION OF THE SKILLS OF WOMEN IS A SERIOUS WASTE. IT IS THE MATURE, EDUCATED WOMAN WHO UNDERUTILIZES HER POTENTIAL BY RETURNING TO THE LABOR FORCE IN JOBS INCONSISTENT WITH HER CAPACITIES AND SOCIETY'S NEEDS. SHE NEEDS BOTH CONTINUING AND REFRESHER EDUCATION. OFTEN STANDARD COLLEGE COURSES PRESENT DIFFICULTY - THEY

ARE ORIENTED TO TEENAGERS IN BOTH CONTENT AND PACE. THEY DO NOT UPDATE INFORMATION IN THE FIELDS OF INTEREST, THE HOURS ARE INCONVENIENT AND COUNSELORS ARE NOT SUFFICIENTLY AWARE OF THE PROBLEMS OF MATURE WOMEN OR FACILITIES AND SERVICES TO HELP THEM. MANY COLLEGES ARE RESPONDING TO THESE SPECIAL NEEDS OF WOMEN BY DEVELOPING PROGRAMS INCORPORATING LIMITED COURSE LOADS IN DEGREE OR NON-DEGREE PROGRAMS, FLEXIBLE SCHEDULING OF COURSES AT CONVENIENT HOURS, LIBERAL PROVISION FOR TRANSFER OF CREDITS, COUNSELING, FINANCIAL ASSISTANCE, CHILD CARE SERVICES, AND JOB PLACEMENT OR REFERRAL SERVICES. SPECIAL PROGRAMS OFFERED BY SEVERAL COLLEGES ARE BRIEFLY DESCRIBED. THIS TALK WAS GIVEN BEFORE THE 22ND NATIONAL CONFERENCE ON HIGHER EDUCATION, CHICAGO, ILLINOIS, MARCH 7, 1967. (PS)

ED 015 282 VT 003 760

KEYSERLING, MARY DUBLIN
WORKING WOMEN AND THE AMERICAN ECONOMY.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *FAMILY INCOME, *LABOR FORCE, *WORKING WOMEN, INDIVIDUAL CHARACTERISTICS, MARITAL STATUS, SPEECHES.

AMERICAN WOMEN HAVE MADE A LARGE AND GROWING CONTRIBUTION TO FAMILY INCOME PROGRESS SINCE 1940. THE NUMBER OF WOMEN IN THE WORKING FORCE HAS DOUBLED. THIS INCREASE REFLECTS THE DRAMATIC CHANGE IN WOMEN'S WORK-LIFE PATTERNS. THERE HAS BEEN A MARKED INCREASE IN THE EMPLOYMENT OF WOMEN OVER 35. THE WOMAN MOST LIKELY TO BE A WAGE EARNER IN 1967 WAS 45-54 YEARS OLD, AND OF THOSE IN THAT AGE GROUP WITH 5 YEARS OR MORE HIGHER EDUCATION, OVER 80 PERCENT WERE IN THE WORK FORCE. THIS MAJORITY OF MATURE WORKING WOMEN REFLECTS THE NEW REALITIES IN WOMEN'S LIVES. WOMEN MARRY YOUNGER, HALF BY 21 YEARS OF AGE, AND THEY BEAR CHILDREN YOUNGER. HALF HAVE THEIR LAST CHILD BY THE TIME THEY ARE 30. LIGHTENED HOUSEHOLD TASKS HAVE PROVIDED MORE TIME. EXPANDED EDUCATIONAL OPPORTUNITIES HAVE CONTRIBUTED NEW SKILLS AND INTERESTS. THE RAPIDLY EXPANDING ECONOMY HAS PROVIDED THE JOBS, AND WOMEN HAVE SOUGHT THEM BECAUSE THEY NEEDED THE MONEY. IN 1966, 16 MILLION WIVES WERE IN THE LABOR FORCE. OF ALL HUSBAND-WIFE FAMILIES WITH WORKING WIVES, ONLY 6 PERCENT LIVED IN POVERTY, 28 PERCENT WERE IN THE \$3,000-\$7,000 INCOME BRACKET, AND 56 PERCENT HAD INCOMES OF \$7,000-\$15,000. WIVES' WAGES BOOSTED THE FAMILY INCOME LEVEL ALTHOUGH ONLY A SMALL PROPORTION WERE HIGH. IN 1965, 45 PERCENT OF THE WIVES EARNED \$7,000 A YEAR OR MORE, A 76 PERCENT INCREASE OVER 1964. WOMEN'S WAGE AND SALARY EARNINGS IN 1966 WERE ESTIMATED TO BE \$90 BILLION, WHICH IS ABOUT 23 PERCENT OF THE NATION'S TOTAL. THE INCREASING DEMAND FOR TECHNICAL AND PROFESSIONAL PERSONNEL WILL PROVIDE OPPORTUNITIES FOR WELL-TRAINED WOMEN IN HIGHER LEVEL AND BETTER PAYING JOBS. NEW LEGISLATION WHICH

IS COUNTERACTING DISADVANTAGE WILL ADD TO WOMEN'S RELATIVE WORK-ROLE POSITION. THIS SPEECH WAS GIVEN BEFORE THE D-A-Y WORKSHOP ON THE HOMEMAKER WHO EARNS, NEW YORK CITY, JANUARY 31, 1967. (FP)

ED 015 283 VT 003 761

KEYSERLING, MARY DUBLIN
YOUR TALENTS—LET'S NOT WASTE THEM.

PUB DATE 67
EDRS PRICE MF-\$0.25 HC-\$0.40 8P.

DESCRIPTORS *FEMALES, *LABOR FORCE, *MANPOWER UTILIZATION, AGE, EMPLOYMENT OPPORTUNITIES, EQUAL OPPORTUNITIES (JOBS), SPEECHES, VOCATIONAL COUNSELING, WORKING WOMEN.

AMERICAN WOMAN POWER NEEDS TO BE MORE FULLY UTILIZED TO MEET THE NATION'S MANPOWER REQUIREMENTS. PROFESSIONAL AND TECHNICAL OCCUPATIONS ARE THE FASTEST GROWING CAREER FIELDS, AND MEN ALONE CANNOT MEET THEIR MANPOWER DEMANDS. CLERICAL WORK AND SERVICE OCCUPATIONS ARE EXPECTED TO SHOW THE SECOND AND FASTEST RATE OF GROWTH. SALES OCCUPATIONS ARE ALSO EXPECTED TO GROW RAPIDLY. THE PROSPECTS ARE GOOD FOR THE WOMAN WHO WANTS TO RETURN TO THE LABOR FORCE. MORE WOMEN ARE WORKING — 28 MILLION WERE IN THE LABOR FORCE IN 1966. EARLIER MARRIAGE AND CHILD BEARING, LIGHTER HOUSEHOLD TASKS, BETTER EDUCATION, AND AVAILABILITY OF JOBS HAVE MADE THIS POSSIBLE. BARRIERS TO WOMEN'S EMPLOYMENT PROGRESS HAVE BEEN RECEDING RAPIDLY. THE FEDERAL EQUAL PAY ACT AND THE CIVIL RIGHTS ACT OF 1964 HAVE ASSURED EQUAL PAY AND EMPLOYMENT REGARDLESS OF SEX. MUCH HAS BEEN DONE TO BAN DISCRIMINATION ON THE BASIS OF AGE. TODAY THE WOMAN WHO IS MOST LIKELY TO BE A WORKER IS BETWEEN 45 AND 54 YEARS OLD. THE MIDDLE-AGED WORKER HAS AS GOOD A PERFORMANCE RECORD, A BETTER SAFETY RECORD, LOWER TURNOVER AND ABSENTEEISM, AND MORE ABILITY TO WORK WITHOUT SUPERVISION THAN THE YOUNGER WORKER. HOWEVER, SHE MAY STILL ENCOUNTER OBSTACLES WHEN SHE LOOKS FOR A JOB. THE PAY IS STILL RELATIVELY LOW, AND THE JOB IS OFTEN BELOW THE LEVEL OF HER APPTITUDES AND SKILLS. JOB COUNSELING AND RENEWAL OF SKILLS AND TRAINING WILL IMPROVE THE JOB PROSPECT. THIS ADDRESS WAS GIVEN TO A BACK-TO-WORK SYMPOSIUM FOR WOMEN WHO WANT TO RESUME THEIR CAREERS, SPONSORED BY STERN BROTHERS AND AMERICAN GIRL SERVICE, NEW YORK CITY, JANUARY 25, 1967. (FP)

ED 015 284 VT 003 801

DICK, WILLIAM G.
THE IMPACT OF TECHNOLOGICAL CHANGE IN THE MEATPACKING INDUSTRY. AUTOMATION PROGRAM REPORT, NUMBER 1.

NEBRASKA STATE EMPLOYMENT SERVICE, LINCOLN

BUREAU OF EMPLOYMENT SECURITY (DEPT. OF LABOR)

PUB DATE MAR 66
EDRS PRICE MF-\$0.50 HC-\$2.76 67P.

DESCRIPTORS *EMPLOYMENT PROGRAMS, *JOB LAYOFF, *MEAT PACKING INDUSTRY, *UNEMPLOYED, AUTOMATION, EMERGENCY PROGRAMS, EMPLOYMENT EXPERIENCE, EMPLOYMENT SERVICES, INDIVIDUAL CHARACTERISTICS,

ICS, INTERAGENCY COOPERATION, PROGRAM DESCRIPTIONS, PROGRAM EFFECTIVENESS, UNEMPLOYMENT.

TWENTY AUTOMATION MANPOWER SERVICES DEMONSTRATION PROJECTS WERE STARTED TO PROVIDE EXPERIENCE WITH JOB MARKET PROBLEMS CAUSED BY CHANGING TECHNOLOGY AND MASS LAYOFFS. THE FIRST OF THE SERIES, ESTABLISHED IN LOCAL PUBLIC EMPLOYMENT SERVICE OFFICES, THIS PROJECT DEALT WITH THE LAYOFF OF 675 WORKERS, PROBLEMS OF READJUSTMENT IN THE PLANT, THE INVOLVEMENT OF THE EMPLOYMENT SERVICE, AND COMMUNITY AGENCIES IN SOLVING PROBLEMS CAUSED BY THE LAYOFF, AND THE ORGANIZATION AND OPERATION OF THE PROJECT. THE EFFORTS OF THE PROJECT WERE PRIMARILY DIRECTED TO THE REEMPLOYMENT OF THE WORKERS. IT CONTACTED EMPLOYEES WELL AHEAD OF THE LAYOFF AND ADMINISTERED GROUP TESTS ON A VOLUNTARY BASIS. IT MADE JOB SURVEYS, ACTED AS A CLEARINGHOUSE FOR ALL INFORMATION CONCERNING THE WORKERS' STATUS, NEEDS, QUALIFICATIONS, AND JOB POSSIBILITIES, COUNSELED, AND MADE 1,160 REFERRALS RESULTING IN 317 PLACEMENTS. THE UNCERTAIN STATUS OF THE LAID-OFF WORKERS WAS THE MAIN DETERRENT TO THEIR REEMPLOYMENT. ANOTHER ADVERSE FACTOR WAS THE DIFFERENCE IN WAGE RATES THE WORKERS WERE ACCUSTOMED TO AND THOSE OF JOBS AVAILABLE TO THEM AFTER THE LAYOFF. EMPLOYERS WERE RELUCTANT TO HIRE LAID-OFF WORKERS LEST THEY QUIT AND RETURN TO THEIR ORIGINAL JOBS WHEN RECALLED. BESIDES DISPLACED WORKERS' UNWILLINGNESS TO FACE REALITY, THE MOST IMPORTANT SINGLE FACTOR INFLUENCING REEMPLOYMENT WAS INADEQUATE EDUCATION. RECOMMENDATIONS FOR IMPROVING PROJECT OPERATIONS WERE TO—(1) PROVIDE AN ORIENTATION CONTACT FOR EXPLAINING AND SELLING THE SERVICES OF THE EMPLOYMENT SERVICE AND THE TESTS, IN PARTICULAR, (2) USE A NON-VERBAL TEST FOR THE FUNCTIONALLY ILLITERATE, (3) PROVIDE MORE ACCURATE AND OBJECTIVE STATISTICAL INFORMATION ON APPLICANT QUALIFICATIONS, (4) COORDINATE THE RESEARCH PHASE WITH THE EMPLOYMENT PHASE, (5) CLARIFY THE STATUS OF DISPLACED WORKERS, AND (6) PROVIDE ADEQUATE PROJECT FACILITIES AND PERSONNEL, AND EMPHASIZE EDUCATIONAL NEEDS, ESPECIALLY FOR ADULT EDUCATION OF A GENERAL NATURE. (MM)

ED 015 285 VT 003 802

INDIK, BERNARD P.

THE "MACK" WORKER, THE IMPACT OF HIS JOB LOSS 2 1/2 YEARS LATER. AUTOMATION MANPOWER SERVICES, PROGRAM REPORT. NEW JERSEY STATE EMPLOYMENT SERVICE, TRENTON

BUREAU OF EMPLOYMENT SECURITY (DEPT. OF LABOR)

PUB DATE DEC 65
EDRS PRICE MF-\$0.25 HC-\$1.40 33P.

DESCRIPTORS *EMPLOYMENT PROBLEMS, *FOLLOWUP STUDIES, *UNEMPLOYED, EMPLOYMENT PROGRAMS, EMPLOYMENT SERVICES, INDIVIDUAL CHARACTERISTICS, MACK TRUCK CORPORATION, MANUFACTURING INDUSTRY, NEW JERSEY, OCCUPATIONAL SURVEYS, PLAINFIELD, WORK EXPERIENCE,

THE LONG TERM CONSEQUENCES OF A LARGE PLANT SHUTDOWN IN TERMS OF

THE INDIVIDUALS INVOLVED AND CHARACTERISTICS SHOWN TO BE IMPORTANT INDICATORS OF THEIR REEMPLOYABILITY WERE DESCRIBED IN A 1962 STUDY. THIS FOLLOWUP STUDY CLARIFIED AND AMPLIFIED THE EARLIER FINDINGS TO SHOW MORE LONG TERM CONSEQUENCES. OF THE 3,100 PEOPLE LAID OFF, THE ORIGINAL STUDY HAD A SAMPLE OF 2,456 AND THE FOLLOWUP A MATCHED SAMPLE OF 1,117. GENERALLY, THE FOLLOWUP FINDINGS REINFORCED THOSE OF THE ORIGINAL STUDY AND REAFFIRMED ITS CONCLUSIONS AND RECOMMENDATIONS. CHARACTERISTICS DIFFERENTIATING THE EMPLOYED FROM THE UNEMPLOYED AT THE TIME OF BOTH STUDIES AND COMPARISON OF THESE CHARACTERISTICS IN BOTH STUDIES WERE REPORTED. IN 1962, 20.4 PERCENT, AND IN 1964, 23 PERCENT WERE UNEMPLOYED. OF THE 76 PERCENT WORKING IN 1964, 59 PERCENT WERE WORKING AT THE SAME JOB, 27 PERCENT HAD HAD TWO JOBS, AND 17 PERCENT HAD HAD THREE OR MORE JOBS, AND OF THOSE NOT WORKING, OVER 45 PERCENT HAD WORKED SINCE THE LAYOFF, AND 42.5 PERCENT HAD NOT WORKED. BOTH SAMPLES SHOWED HIGHER UNEMPLOYMENT AMONG THOSE WITH ONLY A GRAMMAR SCHOOL EDUCATION, AND BOTH INDICATED THAT HAVING TWO OR MORE DEPENDENTS AND OWNING A HOME WERE FACTORS RELATED TO BECOMING REEMPLOYED. A HIGHER PROPORTION OF REEMPLOYED WORKERS HAD TAKEN TESTS AND RECEIVED TRAINING THROUGH THE EMPLOYMENT SERVICE. REFERRAL TO NEW JOBS WAS THE KEY SERVICE OFFERED BY THE EMPLOYMENT SERVICE, AND THOUGH ITS RECORDS SHOWED THAT 20 PERCENT OF THE MACK POPULATION WERE REFERRED TO NEW JOBS, QUESTIONNAIRE RESPONSE SAID ONLY 5 PERCENT OBTAINED THEIR NEW JOBS THIS WAY. THE REEMPLOYED WORKERS TENDED TO BE WORKING AT LOWER PAYING JOBS REQUIRING USE OF FEWER OF THEIR SKILLS AND THE SAME OR LONGER HOURS. IT WAS RECOMMENDED THAT SUPPORT BE GIVEN THROUGH NECESSARY FUNDING AND STAFFING FOR A COMPLETE FOLLOW-THROUGH AND TESTING OF FINDINGS. (MM)

ED 015 286 VT 003 803

EVALUATION OF NEIGHBORHOOD YOUTH CORPS PROJECTS. ABSTRACT.

NEIGHBORHOOD YOUTH CORPS (DEPT. OF LABOR)

DUNLAP AND ASSOCIATES, INC.

PUB DATE FEB 66

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *DISADVANTAGED YOUTH, *POVERTY PROGRAMS, *PROGRAM EVALUATION, *YOUTH PROGRAMS, COUNSELING, DROPOUTS, EMPLOYER ATTITUDES, FEDERAL PROGRAMS, INDIVIDUAL CHARACTERISTICS, NEIGHBORHOOD YOUTH CORPS, OUT OF SCHOOL YOUTH, PROGRAM ATTITUDES, STUDENT ATTITUDES, STUDENTS, WORK EXPERIENCE PROGRAMS, WORK STUDY PROGRAMS, YOUTH AGENCIES.

THIS SUMMARY OF DUNLAP AND ASSOCIATES' EVALUATION REPORT, PREPARED BY STAFF OF THE NEIGHBORHOOD YOUTH CORPS (NYC), REFLECTS THEIR INTERPRETATION OF THE HIGHLIGHTS OF THE REPORT. DATA WERE COLLECTED FROM QUESTIONNAIRES ADMINISTERED TO SAMPLES OF 789 TERMINATED AND 942 ACTIVE ENROLLEES IN 30 RANDOMLY CHOSEN RURAL AND URBAN, IN- AND OUT-OF-SCHOOL, AND SMALL AND LARGE

NYC PROJECTS IN 22 STATES. NO EVIDENCE OF THE ENROLLMENT OF FINANCIAL INELIGIBLES WAS FOUND. NYC SPONSORS GENERALLY RECOGNIZED FORMS OF DEPRIVATION AND MALADJUSTMENT OTHER THAN EDUCATIONAL AND CULTURAL AS ADDITIONAL ELIGIBILITY CRITERIA. ABOUT 30 PERCENT OF ALL ENROLLEES RECEIVED SOME FORM OF TESTING, AND 20 PERCENT OF OUT-OF-SCHOOL AND 6.4 PERCENT OF IN-SCHOOL ENROLLEES WERE PROVIDED REMEDIAL EDUCATION. ATTITUDES TOWARD WORK AND PERSONAL HYGIENE WERE THE SUBJECT AREAS REQUIRING MOST AND LEAST COUNSELING. NO CONCLUSIVE EVIDENCE WAS DISCLOSED REGARDING THE EFFECT OF NYC PROGRAMS ON THE DROPOUT PROBLEM. THE PRINCIPLE REASONS FOR TERMINATIONS BY OUT-OF-SCHOOL YOUTH WERE PRIVATE EMPLOYMENT AND RETURNS TO SCHOOL AND BY IN-SCHOOL YOUTH WERE PROGRAM CONTRACTION, GRADUATION, AND PRIVATE EMPLOYMENT. SPONSORS LIKED THE NYC BUT SUGGESTED AREAS WHICH NEED IMPROVEMENT. (ET)

ED 015 287 VT 003 821

STEVENSON, DIANTHA
FOLLOW-UP STUDY OF MDTA E AND D PROJECTS CONDUCTED BY MORGAN STATE COLLEGE.

BUREAU OF SOCIAL SCIENCE RESEARCH, INC., WASH., D.C.

REPORT NUMBER BSSR-369

PUB DATE MAY 67

EDRS PRICE MF-\$0.50 HC-\$2.68 65P.

DESCRIPTORS *ADULT VOCATIONAL EDUCATION, *ECONOMICALLY DISADVANTAGED, *EMPLOYMENT PROGRAMS, *ON THE JOB TRAINING, *PROGRAM DEVELOPMENT, BALTIMORE, COLLEGE PROGRAMS, COUNSELING PROGRAMS, DEMONSTRATION PROGRAMS, EMPLOYMENT EXPERIENCE, EMPLOYMENT PROBLEMS, EXPERIMENTAL PROGRAMS, FEDERAL PROGRAMS, FOLLOWUP STUDIES, INDIVIDUAL CHARACTERISTICS, JOB PLACEMENT, MARYLAND, MDTA PROGRAMS, MORGAN STATE COLLEGE, NEGROES, PROGRAM DESCRIPTIONS, PROGRAM EVALUATION, RECRUITMENT, RURAL POPULATION, TESTING, UNEMPLOYED.

TWO PROJECTS CARRIED OUT IN THE 9-COUNTY EASTERN SHORE AREA OF MARYLAND SERVED ESSENTIALLY THE SAME TARGET POPULATION, THE UNDEREMPLOYED AND THE UNDERPRIVILEGED, IN AN EFFORT TO IMPROVE THEIR OCCUPATIONAL POSITIONS. THE FIRST, SEPTEMBER 1963 TO SEPTEMBER 1964, WAS DEVOTED TO VOCATIONAL TRAINING AND GUIDANCE, AND THE SECOND, JUNE 1964 TO SEPTEMBER 1965, TO DEVELOPING ON-THE-JOB TRAINING OPENINGS AND EASING JOB ENTRY REQUIREMENTS, AND DEVELOPING AND UTILIZING A PREVOCATIONAL HOME STUDY PROGRAM, A NETWORK OF VOLUNTEER TUTORS, COMMUNITY ADVISORY BOARDS, AND COUNSELING AND FOLLOWUP TECHNIQUES. FOLLOWUP DATA WERE COLLECTED FROM INTERVIEWS WITH PROJECT STAFF, COMMUNITY LEADERS, AND PROGRAM PARTICIPANTS 6 TO 12 MONTHS AFTER COMPLETING TRAINING. JUDGED BY THE NUMBERS WHO WENT THROUGH THE SYSTEM, THE FIRST PROJECT WAS NOT VERY SUCCESSFUL AS A TESTING-COUNSELING-TUTORING SYSTEM FOR THE CHANNELING OF UNEMPLOYED INTO VOCATIONAL TRAINING TO IMPROVE THEIR JOB OPPORTUNITIES. ALTHOUGH MORE WAS AT-

TEMPTED IN THE SECOND PROJECT AND MORE INDIVIDUALS ACTUALLY WENT INTO TRAINING, THE LONG-TERM RESULTS WERE DISAPPOINTING IN RELATION TO PROJECT GOALS. FOR EXAMPLE, INSTEAD OF TRAINEES BECOMING REGULAR EMPLOYEES AT THEIR TRAINING SITE, AS HAD BEEN PLANNED, ONLY 30 PERCENT WERE STILL WORKING FOR THEIR TRAINING EMPLOYER IN JUNE 1966. HOWEVER, 77 PERCENT OF THE FIRST AND 80 PERCENT OF THE SECOND GROUP WERE EMPLOYED COMPARED WITH 42 AND 47 PERCENT AT THE TIME OF RECRUITMENT, AND A GREATER NUMBER HAD HIGHER INCOME LEVELS. AN URBAN-BASED COLLEGE LACKING RESOURCES, BACKING, AND EXPERIENCE IN OCCUPATIONAL TRAINING IS NOT LIKELY TO BE A MAJOR INSTRUMENT IN THE SOLUTION TO THE EMPLOYMENT PROBLEMS OF THE DISADVANTAGED, RURAL POOR. (ET)

ED 015 288 VT 003 841

AMERICA'S INDUSTRIAL AND OCCUPATIONAL MANPOWER REQUIREMENTS. 1964-75.

BUREAU OF LABOR STATISTICS (DEPT. OF LABOR)

PUB DATE 01 JAN 66

EDRS PRICE MF-\$0.75 HC-\$7.44 184P.

DESCRIPTORS *EMPLOYMENT PROJECTIONS, *EMPLOYMENT TRENDS, *LABOR ECONOMICS, *LABOR FORCE, *LABOR MARKET, ECONOMIC PROGRESS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT PATTERNS, EMPLOYMENT STATISTICS, INDUSTRY, MANPOWER UTILIZATION, SOCIOECONOMIC INFLUENCES, TECHNOLOGICAL ADVANCEMENT.

CONDUCTED AT THE REQUEST OF THE NATIONAL COMMISSION ON TECHNOLOGY, AUTOMATION, AND ECONOMIC PROGRESS, THIS STUDY PROJECTS THE MANPOWER REQUIREMENTS OF THE UNITED STATES TO 1975, UNDER THE ASSUMPTION THAT THE UNEMPLOYMENT RATE WILL BE 3 PERCENT. THE MAJOR CONCLUSION OF THE STUDY, WHICH TAKES INTO ACCOUNT EVERY TECHNOLOGICAL CHANGE IN AMERICAN INDUSTRY THAT CAN BE IDENTIFIED AND MAKES A CAREFUL APPRAISAL OF ITS POTENTIAL EFFECT ON EMPLOYMENT, IS THAT THE OVERALL DEMAND FOR LESS-SKILLED WORKERS WILL NOT DECREASE OVER THIS 11-YEAR PERIOD, ALTHOUGH IT WILL DECLINE SOMEWHAT AS A PERCENTAGE OF THE TOTAL. OTHER FINDINGS INCLUDE - (1) GIVEN THE PROJECTED GROWTH OF THE LABOR FORCE, THE ASSUMPTIONS MADE IMPLY THAT 88.7 MILLION PERSONS WILL BE GAINFULLY EMPLOYED IN 1975, 18.3 MILLION MORE THAN IN 1964, (2) WHILE FARM EMPLOYMENT IS EXPECTED TO DECLINE BY ABOUT ONE MILLION, ALL OTHER EMPLOYMENT IS EXPECTED TO INCREASE BY OVER 19 MILLION, (3) REQUIREMENTS OF GOODS PRODUCING INDUSTRIES WILL INCREASE BY 17 PERCENT AND THOSE IN THE SERVICE PRODUCING SECTOR BY 38 PERCENT, (4) THE EFFECT OF THESE TRENDS WILL BE TO CONTINUE RECENT CHANGES IN THE INDUSTRIAL COMPOSITION OF THE ECONOMY, (5) OCCUPATIONALLY, THE GREATEST INCREASE IN REQUIREMENTS WILL BE FOR PROFESSIONAL AND TECHNICAL WORKERS, AN INCREASE OF 54 PERCENT OR 4.5 MILLION ADDITIONAL PERSONNEL, AND (6) THE OCCUPATIONAL REQUIREMENT CHANGES COULD MOST ADVERSELY AFFECT NONWHITE WORKERS, YOUNG WORKERS, AND WOMEN WORKERS. (ET)

ED 015 289 VT 003 846

PERRELLA, VERAC. WALDMAN, ELIZABETH

OUT-OF-SCHOOL YOUTH - TWO YEARS LATER. SPECIAL LABOR FORCE REPORT NUMBER 71.

BUREAU OF LABOR STATISTICS (DEPT. OF LABOR)

REPORT NUMBER MON-LABOR-REV. REPRINT-2497

PUB DATE AUG 66

EDRS PRICE MF-\$0.25 HC-\$0.34 19P.

DESCRIPTORS *DROPOUTS, *HIGH SCHOOL GRADUATES, *OUT OF SCHOOL YOUTH, *SOCIOECONOMIC STATUS, *WORK EXPERIENCE, FOLLOWUP STUDIES, INCOME, INDIVIDUAL CHARACTERISTICS, JOB TRAINING, MALES, NATIONAL SURVEYS, YOUTH EMPLOYMENT, A GROUP OF YOUNG MEN AGED 16 TO 21 WHO HAD BEEN INTERVIEWED BY THE BUREAU OF THE CENSUS IN A NATION-WIDE SAMPLE STUDY OF THE EARLY WORK EXPERIENCE OF OUT-OF-SCHOOL YOUTH IN 1963 WERE RESURVEYED IN FEBRUARY 1965 TO ASSESS THE RELATIVE SOCIOECONOMIC PROGRESS OF THE DROPOUTS AND THE GRADUATES. THE RESURVEY INCLUDED 2.4 MILLION OF THE 2.7 MILLION YOUTH IN THE ORIGINAL SAMPLE. ONE OF 20 OF THE DROPOUTS AND ONE OF FIVE OF THE GRADUATES RETURNED TO SCHOOL BETWEEN 1963 AND 1965. ABOUT 13 PERCENT OF THE DROPOUTS AND 25 PERCENT OF THE GRADUATES HAD TAKEN SOME FORMAL JOB TRAINING OTHER THAN VOCATIONAL OR OTHER TRAINING RECEIVED IN REGULAR SCHOOLS. ONLY 49 PERCENT OF THE MEN WERE NOT IN THE LABOR FORCE IN 1965 WHILE 9.4 PERCENT WERE SO CLASSIFIED IN 1963. OVER ONE-FOURTH OF THE GRADUATES BUT ONLY 11 PERCENT OF THE DROPOUTS HELD WHITE COLLAR JOBS. THE DATA FOR ALL MEASURES SUCH AS JOB HELD, UNEMPLOYMENT RATE, EARNINGS, STEADINESS OF EMPLOYMENT, HOURS OF WORK, AND LABOR MOBILITY SHOWED THAT THE MEN WITH MORE EDUCATION MADE GREATER ADVANCES OVER THE 2-YEAR PERIOD. A DISCUSSION OF THE SAMPLE DESIGN AND METHODOLOGY AND 11 DETAILED TABLES ARE INCLUDED. THIS DOCUMENT APPEARED IN THE "MONTHLY LABOR REVIEW," AUGUST 1966, AND IS AVAILABLE FROM U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS, WASHINGTON, D.C. 20210. (ET)

ED 015 290 VT 003 848

COOPER, SOPHIA JOHNSTON, DENIS F. LABOR FORCE PROJECTIONS BY COLOR. 1970-80. SPECIAL LABOR FORCE REPORT NUMBER 73.

BUREAU OF LABOR STATISTICS (DEPT. OF LABOR)

REPORT NUMBER MON-LABOR-REV. REPRINT-2501

PUB DATE SEP 66

EDRS PRICE MF-\$0.25 HC-\$0.48 10P.

DESCRIPTORS *AGE, *LABOR FORCE, *POPULATION TRENDS, *RACIAL CHARACTERISTICS, *SEX (CHARACTERISTICS).

THE PROJECTIONS ARE BASED ON BUREAU OF THE CENSUS UNPUBLISHED POPULATION PROJECTIONS BY COLOR AND ON THE ASSUMPTIONS THAT PAST TRENDS IN LABOR FORCE PARTICIPATION RATES WILL CONTINUE, THAT THE SIZE OF THE ARMED FORCES WILL NOT CHANGE SIGNIFICANTLY, AND THAT THE ECONOMY WILL OPERATE AT RELATIVELY HIGH LEVELS CONSISTENT WITH AN UNEMPLOYMENT RATE OF ABOUT 4

PERCENT. RECOGNIZING THE UNCERTAINTY OF THE PROJECTIONS, IT IS ESTIMATED THAT BETWEEN 1965 AND 1980 - (1) THE TOTAL NONWHITE LABOR FORCE WILL HAVE RISEN BY 41 PERCENT COMPARED WITH ONLY A 28 PERCENT INCREASE IN WHITE WORKERS, (2) THE NUMBER OF NONWHITE WORKERS WILL INCREASE FROM 8.7 MILLION TO 12.3 MILLION WHILE WHITES WILL INCREASE FROM 69.7 MILLION TO 89.1 MILLION, (3) THE EXPECTED GROWTH OF THE TOTAL POPULATION ACCOUNTS FOR 86 PERCENT OF THE PROJECTED LABOR FORCE INCREASE, (4) THE NUMBER OF YOUNG, AGES 14 TO 24, NONWHITE WORKERS WILL INCREASE BY NEARLY 30 PERCENT AND YOUNG WHITE WORKERS BY 20 PERCENT, AND (5) AMONG WORKERS AGED 25 TO 54, THE NUMBER OF WHITE WOMEN WILL INCREASE BY ABOUT 31 PERCENT, NONWHITE BY 27 PERCENT, NONWHITE MEN BY 3 PERCENT, AND WHITE MEN WILL NOT INCREASE. FOR BOTH COLOR GROUPS, BOTH SEXES, AND ALL AGE GROUPS, ACTUAL FIGURES FOR THE 1960 AND 1965 AND PROJECTED FIGURES FOR THE 1970, 1975, AND 1980 POPULATION, LABOR FORCE, AND LABOR FORCE PARTICIPATION RATES ARE GIVEN. THIS DOCUMENT APPEARED IN "MONTHLY LABOR REVIEW," SEPTEMBER 1966, AND IS AVAILABLE FROM U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS, WASHINGTON, D.C. 20210. (ET)

ED 015 291 VT 003 850

WALDMAN, ELIZABETH
MARITAL AND FAMILY CHARACTERISTICS OF WORKERS, MARCH 1966. SPECIAL LABOR FORCE REPORT NUMBER 80.
BUREAU OF LABOR STATISTICS (DEPT. OF LABOR)
REPORT NUMBER MON-LABOR-REV-REPRINT-2521
PUB DATE APR 67
EDRS PRICE MF-\$0.25 HC-\$1.48 35P.

DESCRIPTORS *FAMILY CHARACTERISTICS, *LABOR FORCE, *MARITAL STATUS, *WORKING WOMEN, AGE, CHILD CARE, EMPLOYMENT STATISTICS, FAMILY INCOME, INCOME, OCCUPATIONS, RACIAL CHARACTERISTICS, SEX (CHARACTERISTICS), WORK EXPERIENCE.

THE THRIVING ECONOMY'S DEMAND FOR WORKERS RESULTED IN DECREASED UNEMPLOYMENT RATES IN 1966 FOR WHITE AND NEGRO WOMEN AND WHITE MEN. THE INCREASED NUMBER OF WOMEN WORKERS RESULTED NOT ONLY FROM THE EXPANDING JOB MARKET BUT ALSO FROM FEDERAL LEGISLATION OUTLAWING SEX DISCRIMINATION IN EMPLOYMENT. IN THIS DECADE, THE MOST SIGNIFICANT INCREASE IN WOMEN WORKERS, 25 PERCENT, HAS BEEN IN MARRIED WOMEN UNDER 35 YEARS OF AGE. THE DECLINING BIRTH RATE AMONG WIVES 21-24 YEARS OLD AND THE CHANGING ATTITUDES OF EMPLOYERS, SOCIETY, AND FAMILIES HAVE MADE YOUNG MOTHERS' WORKING MORE ACCEPTABLE. NEGRO WOMEN, WITH AND WITHOUT CHILDREN, CONTINUED TO HAVE HIGHER WORKER RATES AND LOWER INCOMES THAN WHITES, EVEN WHEN THEY WERE FAMILY HEADS. OVER HALF WERE SERVICE WORKERS WHILE ONLY 16 PERCENT OF WHITES HELD SUCH JOBS. THE COMPARATIVELY LOW INCOME LEVELS AMONG NEGRO FAMILIES REFLECT THE CONCENTRATION OF FAMILY HEADS AMONG THE LESS SKILLED OCCUPATIONS, MANY IN WHICH INTERMITTENT EMPLOYMENT IS NOT UNUSUAL. LABOR FORCE PARTICIPATION AND ST-

ATUS FOR VARIOUS COMBINATIONS OF WORKER VARIABLES ARE PRESENTED IN TABULAR FORMS FROM DATA GATHERED IN A MONTHLY SURVEY BY BUREAU OF CENSUS FOR THE BUREAU OF LABOR STATISTICS. THIS ARTICLE IS A REPRINT FROM THE "MONTHLY LABOR REVIEW," APRIL 1967 AND IS AVAILABLE FROM BUREAU OF LABOR STATISTICS, U.S. DEPARTMENT OF LABOR, 14TH STREET AND CONSTITUTION AVENUE, N.W., WASHINGTON, D.C. 20210. (FP)

ED 015 292 VT 003 852

WETZEL, JAMES R.
OVERTIME HOURS AND PREMIUM PAY, MAY 1965. SPECIAL LABOR FORCE REPORT NUMBER 72.
BUREAU OF LABOR STATISTICS (DEPT. OF LABOR)
REPORT NUMBER MON-LABOR-REV-REPRINT-2499
PUB DATE SEP 66
EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *EMPLOYMENT PATTERNS, *INDIVIDUAL CHARACTERISTICS, *LABOR FORCE, *OVERTIME, *PREMIUM PAY, AGE, INDUSTRY, OCCUPATIONS, RACIAL CHARACTERISTICS, SEX (CHARACTERISTICS).

THE EXTENT TO WHICH PERSONS WITH WORKWEEKS OF MORE THAN 40 HOURS RECEIVE PREMIUM PAY AND THE EXTENT TO WHICH THEY REGULARLY WORK LONG HOURS WERE STUDIED. THE DATA COLLECTED EACH YEAR IN THE MAY SURVEY OF THE LABOR FORCE BY THE BUREAU OF THE CENSUS, APPLY TO WAGE AND SALARY WORKERS WITH ONE JOB WHO WORKED 41 HOURS OR MORE DURING THE SURVEY WEEK. AMONG THE FINDINGS FOR MAY 1965 WERE - (1) ONE-THIRD OF THE NATION'S WORKERS, 24.2 MILLION PERSONS, WORKED IN EXCESS OF 40 HOURS, AND 16.5 MILLION OF THOSE WERE SINGLE JOBHOLDERS, (2) OF THE 16.5 MILLION, 35 PERCENT RECEIVED PREMIUM PAY FOR THEIR OVERTIME, A SIGNIFICANTLY GREATER PROPORTION THAN IN THE 1963 AND 1964 SURVEYS, (3) THE MAJORITY, 84 PERCENT, WHO RECEIVED PREMIUM PAY WERE EMPLOYED IN THE BLUE-COLLAR OR CLERICAL OCCUPATIONS, (4) NEARLY 12 MILLION OF THE 16.5 MILLION WHO WORKED MORE THAN 40 HOURS REPORTED THAT THEY USUALLY WORKED EXTRA HOURS, (5) IN ALL INDUSTRIES, WHITE-COLLAR AND SERVICE OCCUPATIONS ACCOUNTED FOR MOST OF THOSE WHO USUALLY WORKED LONG HOURS WITHOUT PREMIUM PAY, (6) ONLY 18 PERCENT OF THE WHITE-COLLAR WORKERS BUT 60 PERCENT OF THE BLUE-COLLAR WORKERS RECEIVED OVERTIME COMPENSATION, (7) MANAGERS AND OFFICIALS WERE THE NON-FARM WORKERS MOST LIKELY TO WORK OVER 40 HOURS AND AMONG THE LEAST LIKELY TO RECEIVE PREMIUM PAY, AND (8) MARRIED MEN, 26 TO 64 YEARS OLD, WERE MORE THAN TWICE AS LIKELY TO WORK EXTRA HOURS THAN WOMEN. METHODOLOGICAL NOTES AND 12 DETAILED TABLES ARE INCLUDED. THIS DOCUMENT APPEARED IN "MONTHLY LABOR REVIEW," SEPTEMBER 1966 AND IS AVAILABLE FROM U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS, WASHINGTON, D.C. 20210. (ET)

ED 015 293 VT 003 855

GERARD, ROBERT A.

SUMMER COMMUNITY YOUTH WORK PROGRAM. FINAL REPORT.
ACTION-HOUSING INC., PITTSBURGH, PA.
PUB DATE 19 SEP 66
EDRS PRICE MF-\$0.50 HC-\$2.88 70P.

DESCRIPTORS *DISADVANTAGED YOUTH, *NEIGHBORHOOD IMPROVEMENT, *PROGRAM EVALUATION, *WORK EXPERIENCE PROGRAMS, *YOUTH EMPLOYMENT, DEMONSTRATION PROJECTS, INDIGENOUS PERSONNEL, PENNSYLVANIA, PITTSBURGH, PROGRAM DESCRIPTIONS, RACE RELATIONS, SUMMER PROGRAMS, SUPERVISION, URBAN AREAS.

THE PROGRAM, DESIGNED TO EXPERIMENT WITH NEW METHODS OF EMPLOYING YOUTHS FROM LOW- AND MARGINAL-INCOME FAMILIES, EMPLOYED 170 YOUTHS AGED 16 TO 21 IN IMPROVING AND DEVELOPING VACANT AREAS FOR RECREATION IN DECLINING NEIGHBORHOODS. THE LONGER RANGE GOALS OF THE PROJECT WERE TO ENCOURAGE THE YOUTHS TO PREPARE THEMSELVES FOR SKILLED EMPLOYMENT AND TO DEVELOP PROCEDURES FOR GENERAL APPLICATION OF SUCH A PROGRAM IN URBAN SITUATIONS. THE PROGRAM WAS GENERALLY EFFECTIVE WITH MINIMAL PROBLEMS OF TARDINESS AND ABSENTEEISM. HOWEVER, THE PROGRESS OF WORK WAS SLOW, AND MORALE WAS LOW WHEN THERE WAS INADEQUATE SUPERVISION. THE TURNOVER RATE WAS LESS THAN 5 PERCENT UNTIL THE LAST WEEKS WHEN STUDENTS TERMINATED EARLY FOR RETURN TO SCHOOL, AND THE LESS MOTIVATED ENROLLEES LOST INTEREST. ALL YOUTHS WHO PARTICIPATED COUNTINUOUSLY IN THE PROGRAM SEEM TO HAVE DEVELOPED GOOD WORK HABITS AND ADAPTED TO WHAT WERE IN MANY CASES ADMITTEDLY STRUCTURED INTER-RACIAL SITUATIONS. ACQUIRING BASIC WORK SKILLS SUCH AS CARPENTRY, BRICKLAYING, MASONRY, AND LANDSCAPING WAS THE MOST VISIBLE ENROLLEE ACCOMPLISHMENT. LESS TANGIBLE ACHIEVEMENTS WERE DEVELOPING A STRONG SENSE OF RESPONSIBILITY, LEARNING THE VALUE OF MONEY AND ONE'S ABILITY TO PRODUCE IT, AND INCREASING MOTIVATION AND ASPIRATIONS. THE PROGRAM WAS AN IMPORTANT INFLUENCE IN STRENGTHENING THE PROCESS OF ORGANIZATION IN THE NEIGHBORHOODS THROUGH THE CHANNELING AND INVOLVEMENT OF COMMUNITY RESOURCES. A CITIZENS' EVALUATION MEETING RECOMMENDED MORE PLANNING, BETTER SUPERVISION, AND PROGRAM EXTENSION. (HC)

ED 015 294 VT 003 856

AUSMUS, NORMA F. AND OTHERS
THE CURRENT EMPLOYMENT MARKET FOR ENGINEERS, SCIENTISTS, AND TECHNICIANS, DECEMBER 1966.
BUREAU OF EMPLOYMENT SECURITY (DEPT. OF LABOR)
PUB DATE DEC 66
EDRS PRICE MF-\$0.25 HC-\$1.92 46P.

DESCRIPTORS *DRAFTSMEN, *ENGINEERS, *LABOR MARKET, *SCIENTISTS, *SUBPROFESSIONALS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT SERVICES, EMPLOYMENT TRENDS, GEOGRAPHIC DISTRIBUTION, JOB SEEKERS, OCCUPATIONAL SURVEYS.

FIELD REPORTS ON JUNE 1966 CONDITIONS IN 30 MAJOR LABOR AREAS FOR ENGINEERING, SCIENTIFIC, AND TECHNICAL OCCUPATIONS, PROVIDED BY AF-

FILIATES OF THE BUREAU OF EMPLOYMENT SECURITY, WERE THE BASIS FOR THIS SEMIANNUAL REPORT. THE NUMBER OF APPLICANTS HAD DECLINED 48 PERCENT TO A NEW 8-YEAR LOW, WHILE OPENINGS HAD RISEN TO 9,600, 58 PERCENT OVER THE PREVIOUS YEAR. DEMANDS ACCELERATED BY EXPANSIONS IN CIVILIAN-ORIENTED INDUSTRIAL AND GOVERNMENT CONTRACT ACTIVITIES AND GOVERNMENT SPONSORED RESEARCH AND DEVELOPMENT PROGRAMS WERE PARTICULARLY STRONG IN DURABLE GOODS, DEFENSE, AEROSPACE, AIRCRAFT, SHIPBUILDING, ELECTRONICS, METAL WORKING, MACHINERY PRODUCTION, CONSTRUCTION WORK, AND RESEARCH. THE GREATEST VOLUME OF JOB OPENINGS WERE FOR ENGINEERS AND DRAFTSMEN IN MECHANICAL, ELECTRICAL, CIVIL, AND AERONAUTICAL SPECIALTIES, FOR ANALYTICAL AND PHYSICAL CHEMISTS, MATHEMATICAL SCIENTISTS, AND PHYSICISTS, AND FOR INDUSTRIAL AND MEDICAL LABORATORY TECHNICIANS. TO MEET STAFFING REQUIREMENTS, EMPLOYERS SOUGHT EMPLOYED PERSONNEL, RECENT GRADUATES, AND COLLEGE STUDENTS, LOWERED JOB REQUIREMENTS IN SOME CASES, AND MADE HIGHER SALARY OFFERS. STARTING SALARIES FOR ENGINEERING GRADUATES AVERAGED 7 TO 10 PERCENT ABOVE 1965'S LEVEL. TO HELP MEET THE NEED, INSTITUTIONAL TRAINING COURSES UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT WERE APPROVED FOR SOME 2,300 DRAFTSMEN AND 700 LABORATORY TECHNICIANS. THE LONG LEAD-TIME REQUIRED TO TRAIN ENGINEERS AND SCIENTISTS, THE EXPANDING ECONOMY, AND THE NEED FOR ENGINEERS AND SCIENTISTS TO HELP SOLVE PROBLEMS SUCH AS AIR POLLUTION WHICH AFFECT THE NATIONAL WELFARE CONTRIBUTED TO THE CURRENT MANPOWER SHORTAGES. (JM)

ED 015 295 VT 003 857

AUSMUS, NORMA F. SAILE, ALVIN W.
THE CURRENT EMPLOYMENT MARKET FOR ENGINEERS, SCIENTISTS, AND TECHNICIANS, OCTOBER 1965.

BUREAU OF EMPLOYMENT SECURITY
(DEPT. OF LABOR)

PUBDATE OCT 65

EDRS PRICE MF-\$0.25 HC-\$1.36 32P.

DESCRIPTORS *DRAFTSMEN, *ENGINEERS, *LABOR MARKET, *SCIENTISTS, *SUBPROFESSIONALS, BUREAU OF EMPLOYMENT SECURITY, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT SERVICES, EMPLOYMENT TRENDS, GEOGRAPHIC DISTRIBUTION, JOB SEEKERS, OCCUPATIONAL SURVEYS.

DATA ON JOB OPENINGS FOR SELECTED ENGINEERING, SCIENTIFIC, AND TECHNICAL OCCUPATIONS, PROVIDED BY THE BUREAU OF EMPLOYMENT SECURITY AFFILIATES FROM FIELD REPORTS ON JUNE 1965 CONDITIONS IN 30 MAJOR LABOR AREAS, ARE PRESENTED IN THIS SEMIANNUAL REPORT. NATIONWIDE DEMAND IN THESE JOB CATEGORIES INCREASED AND BACKLOGS OF APPLICANTS DECREASED BECAUSE OF ADDED GOVERNMENT CONTRACTING, CONTINUED ECONOMIC EXPANSION, AND THE GROWTH OF RESEARCH AND DEVELOPMENT ACTIVITIES RELATING TO MEDICAL AND EDUCATIONAL SERVICES. DEMAND-SUPPLY RELATIONSHIPS TIGH-

TENED FOR DRAFTSMEN, ENGINEERS, AND TECHNICIANS, BUT NOT FOR CHEMISTS AND NATURAL SCIENTISTS. NEEDS EXPANDED IN COMMERCIAL AIRCRAFT, AEROSPACE, MACHINERY, AND STEEL PRODUCTION, AND IN CONSTRUCTION. DEMANDS EMPHASIZED PRODUCTION, DESIGN, AND TESTING SKILLS. DEMANDS REMAINED STRONG FOR SENIOR DESIGN CIVIL AND STRUCTURAL ENGINEERS, AND EXPANDED IN SOME INNOVATIVE ASPECTS OF THE SERVICE FIELDS OF EDUCATION AND MEDICINE. FEWER THAN TWO APPLICANTS WERE REGISTERED TO EACH JOB IN ENGINEERING, AS OPPOSED TO FOUR 12 MONTHS BEFORE. OVER ONE-HALF OF THE OPENINGS FOR NATURAL SCIENTISTS WERE IN SIX AREAS, AND FOUR APPLICANTS PER OPENING WERE AVAILABLE. DRAFTSMEN WERE IN GREATER DEMAND WITH TWO APPLICANTS PER OPENING. DESPITE THE TIGHTENING JOB MARKET, EMPLOYERS MAINTAINED STRINGENT HIRING SPECIFICATIONS. TO OVERCOME SPECIALIZATION AND OTHER MANPOWER PROBLEMS SOME AREA FIRMS HAVE ESTABLISHED PERSONNEL LEND-LEASE SYSTEMS AND CONSULTANT FIRMS HAVE HIRED RETIREES. (JM)

ED 015 296 VT 003 868

PROGRESS AND PROSPECTS. THE REPORT OF THE NATIONAL CONFERENCE OF GOVERNORS' COMMISSIONS ON THE STATUS OF WOMEN (2D, WASHINGTON, D.C., JULY 28-30, 1965).

INTERDEPARTMENTAL COMM. ON THE STATUS OF WOMEN

CITIZENS ADVISORY COUNCIL ON THE STATUS OF WOMEN

PUBDATE 66

EDRS PRICE MF-\$0.50 HC-\$3.60 88P.

DESCRIPTORS *FEMALES, *STATUS, CONFERENCES, EDUCATION, EQUAL OPPORTUNITIES (JOBS), FEDERAL PROGRAMS, RESPONSIBILITY, SPEECHES, STATE PROGRAMS, WORKSHOPS.

OF THE 446 REPRESENTATIVES FROM STATE COMMISSIONS, STATES, AND FEDERAL AGENCIES ATTENDING THE CONFERENCE, 390 WERE WOMEN. NINETEEN STATE COMMISSIONS REPORTED ACTIVITIES SUCH AS INFLUENCING THE PASSAGE OF EQUAL PAY OR MINIMUM WAGE LAWS APPLICABLE TO BOTH MEN AND WOMEN AND PARTICIPATING IN POVERTY PROGRAMS AND ADULT EDUCATION. PARTICIPANTS IN 11 WORKSHOPS DISCUSSED QUESTIONS OF POPULAR INTEREST, AND SIX DISCUSSED PRACTICAL PROCEDURES AND TECHNIQUES THAT ALL COMMISSIONS NEED TO BE FAMILIAR WITH. SPEECHES STRESSING THE IMPORTANCE OF WOMEN'S ROLE IN NATIONAL LIFE WERE PRESENTED BY LYNDON B. JOHNSON, HERBERT H. HUMPHREY, W. WILLARD WIRTZ, ELIZABETH CARPENTER, JOHN W. MACY, JR., MAURINE B. NEUBERGER, MARY DUBLIN KEYSERLING, WILLIAM J. COHEN, AILEEN C. HERNANDEZ, AND FRANKLIN D. ROOSEVELT, JR. KEY IDEAS WHICH EMERGED FROM THE SPEECHES, REPORTS AND DISCUSSIONS WERE - (1) WOMEN SHOULD RECOGNIZE AND FULFILL THE RESPONSIBILITIES WHICH ACCOMPANY NEWLY ACQUIRED RIGHTS, (2) BENEFITS OF LABOR STANDARDS ACQUIRED FOR WOMEN SHOULD BE EXTENDED TO MEN WHERE THIS IS APPROPRIATE AND POSSIBLE, (3) FATHERS, HUSBANDS, BROTHERS MUST BE EDUCATED TO ENCOURAGE ASPIRA-

TIONS AND ACHIEVEMENT OF GIRLS AND WOMEN, AND (4) WOMEN SHOULD PURSUE EXCELLENCE IN EDUCATION, FAMILY LIFE, COMMUNITY PARTICIPATION, AND EMPLOYMENT. PERTINENT FACTS ABOUT COMMISSION REPORTS, SUMMARIES OF WORKSHOP DISCUSSIONS, EXCERPTS FROM SPEECHES, AND A DIRECTORY OF PARTICIPANTS ARE INCLUDED. (FF)

ED 015 297 VT 003 872

BAUER, FREDERICK L.
EARNINGS IN THE MACHINERY INDUSTRIES, MID-1966.

PUBDATE AUG 67

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *EMPLOYEES, *MACHINERY INDUSTRY, *WAGES, EMPLOYMENT STATISTICS, FRINGE BENEFITS, INCENTIVE SYSTEMS, LABOR UNIONS.

RESULTS OF A MID-1966 NATIONWIDE SURVEY BY THE BUREAU OF LABOR STATISTICS SHOWED THAT THE EARNINGS OF PRODUCTION AND RELATED NONELECTRICAL MACHINERY WORKERS IN 21 LARGE OCCUPATIONAL AREAS VARIED BY OCCUPATION, SIZE OF ESTABLISHMENT, AND COMMUNITY, INDUSTRY, LABOR-MANAGEMENT CONTRACT STATUS, AND LOCATION. THE AVERAGE HOURLY WAGE WAS \$2.84. HIGHER WAGES WERE PAID IN METROPOLITAN AREAS, IN LARGE ESTABLISHMENTS, IN CERTAIN REGIONS OF THE COUNTRY WHERE LABOR UNION CONTRACTS EXISTED IN LARGER COMPANIES, AND IN COMPANIES PRODUCING ENGINES AND TURBINES OR FARM MACHINERY. TOOL AND DIE MAKERS GENERALLY HAD THE HIGHEST AVERAGE HOURLY EARNING AND JANITORS, PORTERS, AND CLEANERS THE LOWEST. A 3.9 PERCENT HOURLY WAGE INCREASE IN 1966-66 WAS SUBSTANTIALLY HIGHER THAN THE INCREASES IN ANY OF THE 5 PRECEDING YEARS. INCREASES WERE HIGHEST IN HOUSTON, 5.9 PERCENT, AND MINNEAPOLIS-ST. PAUL, 5.2 PERCENT, AND WERE GREATER FOR TOOL AND DIE MAKERS THAN FOR MATERIAL-HANDLING LABORERS. APPROXIMATELY ONE-SIXTH OF THE WORKERS WERE UNDER INCENTIVE WAGE SYSTEMS, AND MOST HAD WORK SCHEDULES OF 40 HOURS PER WEEK, PAID HOLIDAYS OF 6 TO 9 DAYS ANNUALLY, AND LIFE, HOSPITALIZATION AND SURGICAL INSURANCE PAID FOR, AT LEAST IN PART BY EMPLOYERS. REGISTERED APPRENTICESHIP PROGRAMS COVERED ONE-THIRD OF THE WORKERS. THIS ARTICLE IS PUBLISHED IN THE "MONTHLY LABOR REVIEW," AUGUST 1967. (JM)

ED 015 298 VT 003 874

GLASS, RONALD W.
WORK STOPPAGES AND TEACHERS - HISTORY AND PROSPECT.

PUBDATE AUG 67

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS *COLLECTIVE BARGAINING, *LABOR UNIONS, *TEACHER STRIKES, LABOR LEGISLATION, TEACHER ASSOCIATIONS, TEACHER PARTICIPATION, TEACHER SALARIES, TEACHING CONDITIONS.

TEACHER'S STRIKES IN 1966 RESULTED IN 33 STOPPAGES FOLLOWED BY AN ADDITIONAL 11 IN THE FIRST QUARTER OF 1967. ONLY 35 SUCH STOPPAGES WERE RECORDED IN THE ENTIRE PRECEDING

DECADE. OF THE 1966 STOPPAGES, 21 OCCURRED IN 10 STATES, BUT 12 OCCURRED IN MICHIGAN FOLLOWING ENACTMENT OF THE STATE'S PUBLIC EMPLOYMENT RELATIONS ACT IN 1965. IN CONTRAST TO INDUSTRIAL STRIKES WHICH TYPICALLY ARISE FROM AN IMPASSE IN NEGOTIATIONS, MANY TEACHER STRIKES TOOK THE FORM OF PROTESTS "TO" THE PUBLIC OR THE LEGISLATURE RATHER THAN "AGAINST" THE SCHOOL AUTHORITIES. MAJOR ISSUES INCLUDED SALARIES, HOURS OF WORK, THE RIGHT TO SPEAK COLLECTIVELY, AND WORK CONDITIONS. IN MOST SALARY DISPUTES, THE SCHOOL BOARDS AND THE PUBLIC WERE RESPONSIVE TO THE TEACHERS' REQUESTS. THIS LARGE-SCALE REACTION TO THE RIGHT OF COLLECTIVE BARGAINING, ALONG WITH SIMILAR EXPERIENCES IN THE PRIVATE ECONOMY, BEAR OUT THE THESIS THAT, IN THE SHORT RUN, MORE RATHER THAN FEWER STOPPAGES MAY RESULT FROM VIGOROUS AND INEXPERIENCED RESPONSE TO A NEW RIGHT TO BARGAIN COLLECTIVELY. PUBLIC SCHOOL TEACHERS ARE EXCEPTIONALLY WELL ORGANIZED. IN MARCH 1967, THE AMERICAN FEDERATION OF TEACHERS, AN AFFILIATE OF THE AFL-CIO, HAD APPROXIMATELY 125,000 MEMBERS, AND THE NATIONAL EDUCATION ASSOCIATION (NEA) HAD ABOUT ONE MILLION MEMBERS. NEA AFFILIATES PARTICIPATED IN 11 OF THE 33 STRIKES IN 1966, ACCOUNTING FOR MORE THAN 80 PERCENT OF ALL TEACHERS INVOLVED. THIS DOCUMENT APPEARED IN "MONTHLY LABOR REVIEW," VOLUME 90, NUMBER 8, AUGUST 1967. (ET)

ED 015 299 VT 003 878

PERRELLA, VERA C.
EMPLOYMENT OF SCHOOL AGE YOUTH, OCTOBER 1966, A SPECIAL LABOR FORCE REPORT.

PUB DATE AUG 67
EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *LABOR FORCE, *STUDENT EMPLOYMENT, *YOUTH, *YOUTH EMPLOYMENT, AGE, EMPLOYMENT STATISTICS, OCCUPATIONS, OUT OF SCHOOL YOUTH, PART TIME JOBS, SEX (CHARACTERISTICS), STUDENT ENROLLMENT, STUDENTS, UNEMPLOYED.

DATA RELATING TO THE CIVILIAN NON-INSTITUTIONAL POPULATION AGED 14 TO 24 WERE DERIVED FROM SUPPLEMENTAL QUESTIONS TO THE OCTOBER 1966 MONTHLY SURVEY OF THE LABOR FORCE. THE GROWTH OF THE LABOR FORCE IN THIS AGE GROUP OVER THE PERIOD 1960 TO 1967 HAS BEEN MATCHED BY A GROWTH OF THE SAME MAGNITUDE IN EMPLOYMENT, 3.3 MILLION, SO THAT THE NUMBER OF UNEMPLOYED WAS NO GREATER IN 1966 THAN IN 1960. THE ADDITIONAL NUMBER OF EMPLOYED PERSONS IN THIS AGE GROUP WAS DIVIDED ABOUT EQUALLY BETWEEN STUDENTS AND NONSTUDENTS, ALTHOUGH THE RELATIVE INCREASE WAS MUCH GREATER FOR STUDENTS. SOME 5.3 MILLION STUDENTS WERE IN THE LABOR FORCE IN OCTOBER 1966, NEARLY 2 MILLION MORE THAN IN 1960. MOREOVER, IN THE PAST 2 DECADES THE PROPORTION OF STUDENTS AMONG ALL YOUNG WORKERS HAS DOUBLED. MOST OF THE RISE IN EMPLOYMENT WAS IN PROFESSIONAL AND TECHNICAL OCCUPATIONS, IN OPERATIVE JOBS FOR THE MEN, AND IN CLERICAL AND SERVICE (EXCEPT PRIVATE HOUSEHOLD) OCCU-

PATIONS FOR THE WOMEN. HOWEVER, AMONG MEN IN SCHOOL, THE NUMBER OF ADDITIONAL JOBS IN WHITE- AND BLUE-COLLAR OCCUPATIONS WAS ABOUT THE SAME, BUT A SUBSTANTIAL RISE OCCURRED IN THE NUMBER OF SERVICE WORKERS. AMONG MEN NOT IN SCHOOL, THE RISE WAS CHIEFLY IN BLUE-COLLAR OCCUPATIONS WHILE THE NUMBER OF SERVICE JOBS REMAINED THE SAME. A TOTAL OF ABOUT 14.5 MILLION OF THIS AGE GROUP WAS IN THE LABOR FORCE IN 1966. THE OVERALL LABOR FORCE PARTICIPATION RATE OF COLLEGE STUDENTS INCREASED 4 PERCENTAGE POINTS BETWEEN 1960 AND 1966. THIS DOCUMENT APPEARED IN "MONTHLY LABOR REVIEW," VOLUME 90, NUMBER 8, AUGUST 1967, AND IS AVAILABLE AS GPO L26-90/8 FOR 75 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (ET)

ED 015 300 VT 003 949

MCCOLLUM, EARL
AGRICULTURAL EDUCATION IN THE COMMUNITY COLLEGE.
PUB DATE NOV 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL TECHNICIANS, *COMMUNITY COLLEGES, EDUCATIONAL PROGRAMS, TECHNICAL EDUCATION.

RAPID CHANGE IN AGRICULTURE REQUIRES THAT TODAY'S AGRICULTURALIST BE A WELL-EDUCATED ARTICULATE TECHNICIAN. COMMUNITY COLLEGES CAN CONTRIBUTE THEIR GREATEST INFLUENCE ON THE FUTURE OF OUR SOCIETY AND NATION BY OFFERING SPECIALIZED AGRICULTURAL TECHNICIAN TRAINING FOR BOTH THOSE ENTERING THE FIELD AND THOSE WISHING TO UPDATE THEIR KNOWLEDGE AND SKILL IN THE PRESENT AREA OF EMPLOYMENT. COLLEGES LOCATED IN AGRICULTURAL AREAS OFFER TECHNICAL PROGRAMS IN PRODUCTION AGRICULTURE. COURSES INCLUDED ARE SOILS, AGRICULTURAL CHEMICALS, HORTICULTURE, CROP MANAGEMENT, AGRICULTURAL BUSINESS PROCEDURES, WELDING, IRRIGATION, AND DRAINAGE. STUDENTS ALSO ENROLL IN GENERAL EDUCATION COURSES SUCH AS COMMUNICATION SKILLS, MATHEMATICS, PSYCHOLOGY, HEALTH, AMERICAN INSTITUTIONS, REPORT WRITING, AND ECONOMICS. OTHER PROGRAMS ARE OFFERED FOR EQUIPMENT REPAIRMEN, RANCHERS AND RANGE MANAGERS, LANDSCAPING AND PUBLIC GROUNDS MANAGEMENT, AND OUTDOOR RECREATION TECHNIQUES AND ADMINISTRATION. THIS DOCUMENT APPEARED IN "THE AGRICULTURAL EDUCATION MAGAZINE," VOLUME 39, NUMBER 5, NOVEMBER 1966. (WB)

ED 015 301 VT 003 950

ALBRACHT, JAMES J.
WHAT DOES IT TAKE TO SELL FEED.

PUB DATE NOV 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *AGRICULTURAL SUPPLY OCCUPATIONS, *AGRICULTURAL TECHNICIANS, *JOB SKILLS, *VOCATIONAL AGRICULTURE, AGRICULTURAL SKILLS, EDUCATIONAL NEEDS, EMPLOYMENT OPPORTUNITIES, FEED INDUSTRY, HIGH SCHOOLS, ON THE JOB TRAINING,

POST SECONDARY EDUCATION, SALESMANSHIP.

TO DETERMINE THE VOCATIONAL COMPETENCIES NECESSARY FOR THE PERFORMANCE OF NINE ESSENTIAL SALES ACTIVITIES IN THE FEED INDUSTRY, A JURY OF 24 FEED DEALERS, SALES TRAINING DIRECTORS, AGRICULTURAL EDUCATION RESEARCHERS, AND BUSINESS EDUCATION RESEARCHERS MADE "YES" AND "NO" DETERMINATIONS FOR 40 COMPETENCIES. THE NUMBER OF COMPETENCIES CONSIDERED ESSENTIAL FOR EACH OF THE NINE ACTIVITIES WAS: (1) SELLS DIRECT TO PRODUCER, 39, (2) ASSISTS LOCAL DEALERS IN PROMOTING USE OF SPECIFIC FEEDS, 38, (3) ASSISTS FARMERS IN PLANNING FEEDING PROGRAMS, 37, (4) ASSISTS LOCAL DEALER IN PROMOTIONAL CAMPAIGNS AND FEED AND GRAIN CLINICS, 37, (5) ASSISTS FARMERS TO SEE THROUGH THEIR OWN PROBLEMS, 36, (6) FOLLOWS UP ON RESULTS OBTAINED BY CUSTOMERS AND REPORTS THEM TO MANAGEMENT, 36, (7) SELLS TO CUSTOMER ACROSS THE COUNTER, 36, (8) RECOGNIZES ABNORMAL AND DETRIMENTAL PRACTICES AND ANIMAL HEALTH CONDITIONS, 31, AND (9) SOLICITS LOCAL DEALERS TO SELL COMPANY PRODUCTS, 27. THE JURY ALSO INDICATED THE NUMBER OF COMPETENCIES WHICH COULD BE TAUGHT AT EACH OF SIX EDUCATIONAL FACILITIES - (1) DEALER OR COMPANY SCHOOL, 40, (2) ON-THE-JOB, 40, (3) POST-HIGH SCHOOL, 33, (4) ADULT, 32, (5) 4-YEAR COLLEGE, 31, AND (6) HIGH SCHOOL, 28. COMPETENCIES IDENTIFIED AS ESSENTIAL SHOULD BE CONSIDERED IN THE DEVELOPMENT OF CURRICULUMS AND COURSES OF STUDY FOR THOSE IN OR PREPARING TO ENTER SALES POSITIONS IN THE FEED INDUSTRY. THIS DOCUMENT APPEARED IN "THE AGRICULTURAL EDUCATION MAGAZINE," VOLUME 39, NUMBER 5, NOVEMBER 1966. (WB)

ED 015 302 08 VT 004 005

VASEK, RICHARD J.
A COMPARATIVE ANALYSIS OF ELECTRONIC CONTENT IN PUBLIC POST-HIGH SCHOOL TECHNICAL INSTITUTES AND ELECTRONICS TECHNOLOGY REQUIREMENTS OF INDUSTRY.

MISSISSIPPI STATE UNIV., STATE COLLEGE

REPORT NUMBER BR-6-8590

PUB DATE JUN 67

GRANT OEG-2-7-068590-0260

EDRS PRICE MF-\$0.50 HC-\$3.72 91P.

DESCRIPTORS *CURRICULUM RESEARCH, *EDUCATIONAL NEEDS, *ELECTRONICS, *TECHNICAL EDUCATION, COURSE CONTENT, CURRICULUM EVALUATION, CURRICULUM PLANNING, ELECTRONIC TECHNICIANS, EMPLOYER ATTITUDES, SCHOOL INDUSTRY RELATIONSHIP, TEACHER ATTITUDES, TRADE AND INDUSTRIAL EDUCATION, UNITS OF STUDY (SUBJECT FIELDS).

THE PURPOSE OF THIS STUDY WAS TO ASCERTAIN THE EXTENT TO WHICH POST-HIGH SCHOOL TECHNICAL EDUCATION PROGRAMS, THROUGH ELECTRONICS CONTENT OFFERING, WERE MEETING INDUSTRY'S NEEDS IN ELECTRONICS TECHNOLOGY. A CHECKLIST OF 435 INSTRUCTIONAL UNITS OR ITEMS, PREPARED FROM AN ANALYSIS OF 31 ELECTRONICS BOOKS AND 13 MANUALS USED BY ELECTRONICS TEACHERS, WAS SENT TO 63 ELECTRONICS TEACHERS WHO

WERE ASKED IF THEY TAUGHT THE VARIOUS CONTENT UNITS IN DEPTH, DISCUSSED THEM BRIEFLY, OR DID NOT TEACH THEM. IT WAS ALSO SENT TO 223 INDUSTRIAL FIRMS AND GOVERNMENTAL AGENCIES TO INDICATE IF THEY BELIEVED THE VARIOUS INSTRUCTIONAL ITEMS TO BE REQUIRED, PREFERRED, OR UNNECESSARY KNOWLEDGE FOR THE TECHNICIANS THEY EMPLOYED. AN ANALYSIS OF THE DATA REVEALED THAT ELECTRONICS INSTRUCTORS PLACED SIGNIFICANTLY MORE EMPHASIS ON BASIC ELECTRONICS CONTENT THAN INDUSTRIAL PERSONNEL INDICATED WAS NECESSARY. SPECIFICALLY, 89 INSTRUCTIONAL UNITS WERE INDUSTRIALLY REQUIRED AND TAUGHT IN DEPTH, AND 108 UNITS WERE DESIGNATED AS INDUSTRIALLY PREFERRED AND DISCUSSED BRIEFLY. THERE WERE NO MAJOR DIFFERENCES BETWEEN INDUSTRIAL AND EDUCATIONAL EMPHASIS IN THESE AREAS. HOWEVER, 227 INSTRUCTIONAL UNITS WERE INDUSTRIALLY PREFERRED BUT TAUGHT IN DEPTH, AND AN ADDITIONAL 11 UNITS WERE INDUSTRIALLY UNNECESSARY BUT DISCUSSED BRIEFLY. THERE WERE SIGNIFICANT DIFFERENCES BETWEEN INDUSTRIAL AND EDUCATIONAL EMPHASIS IN THESE AREAS. THESE FINDINGS SHOULD PROVIDE A SOUND BASIS FOR ADJUSTMENTS IN THE ELECTRONIC CURRICULUM AND RESULT IN UPDATED PROGRAMS ATTUNED TO INDUSTRIAL NEEDS. (HC)

ED 015 303 VT 004 059

HEBER, RICK AND OTHERS
A STUDY OF PROGRAMMED INSTRUCTION IN BRAILLE.
WISCONSIN UNIV., MADISON
WISCONSIN SCHOOL FOR THE VISUALLY HANDICAPPED

PUB DATE 67

EDRS PRICE MF-\$0.50 HC-\$3.72 91P.

DESCRIPTORS *BLIND, *BRAILLE, *READING ASSIGNMENTS, *TEACHING MACHINES, ADULTS, AUTOINSTRUCTIONAL AIDS, BLIND CHILDREN, BRAILLE TACHISTOTACT, BRAILLE TAPE READER, COMPARATIVE ANALYSIS, CONTROL GROUPS, EXPERIMENTAL GROUPS, INDIVIDUAL CHARACTERISTICS, LITERATURE REVIEWS, LONGITUDINAL STUDIES, SELF PACING MACHINES, TACTILE ADAPTATION, TACTUAL DISCRIMINATION PROGRAM, WISCONSIN.

THE PURPOSES OF THE PROJECT WERE TO (1) DESIGN A SELF-PACED TEACHING DEVICE FOR THE BLIND WHICH WOULD ALLOW THE EVALUATION OF SYSTEMATIC TRAINING IN PREREADING TACTUAL DISCRIMINATION AND BRAILLE CHARACTER DISCRIMINATION AS BOTH RELATE TO SUBSEQUENT ABILITY TO LEARN TO READ BRAILLE SYMBOLS, (2) DESIGN AN ELECTRONIC AUTOMATED DEVICE WHICH ALLOWS THE TACHISTOSTATIC OR MOMENTARY PRESENTATION OF BRAILLE SYMBOLS, AND (3) DESIGN A SELF-PACED METHOD OF MOVING A TAPE OF BRAILLE SYMBOLS BENEATH STATIONARY FINGERS. THE THREE DEVICES DESIGNED AND BUILT WERE (1) A TACTUAL DISCRIMINATION DEVICE--A MODIFIED CODE OSCILLATOR ABOUT 1" BY 2" BY 4" WITH A SMALL EARPHONE AND STYLUS ATTACHED, (2) A BRAILLE TACHISTOTACT--AN EXPERIMENTER-CONTROLLED MACHINE-PACED DEVICE TO FACILITATE INCREASES IN THE SPEED OF RECO-

GNITION AND ACCURACY OF DISCRIMINATION OF INDIVIDUAL BRAILLE CONFIGURATION, AND (3) A BRAILLE READER WHICH MOVES BRAILLE ON A TAPE FROM RIGHT TO LEFT ACROSS AN EXPOSED PRESENTATION WINDOW. DURING THE 2 YEARS OF THE PROJECT (1963-65), A TOTAL OF 54 CHILDREN IN GRADES 3 THROUGH 9 AND 66 ADULTS WERE INVOLVED IN CONTROL AND EXPERIMENTAL GROUPS TO DETERMINE THE EFFECTS OF THE AUTOMATED SELF-LEARNING DEVICES. ALL THREE WERE FOUND TO ENHANCE THE BLIND PERSON'S RATE OF READING BRAILLE. (PS)

ED 015 304 VT 004 080

THE FEASIBILITY OF TRAINING NON-SKILLED PERSONNEL TO ASSIST PROFESSIONAL STAFF IN THE CARE AND TREATMENT OF MENTALLY RETARDED CHILDREN, A CHILD WELFARE DEMONSTRATION PROJECT. FINAL REPORT.

RETARDED INFANTS SERVICES INC., NEW YORK, N.Y.

PUB DATE JUN 67

EDRS PRICE MF-\$0.50 HC-\$2.64 64P.

DESCRIPTORS *MENTALLY HANDICAPPED, *PROGRAM DEVELOPMENT, *UNSKILLED WORKERS, *VOCATIONAL EDUCATION, AUDIO VISUAL AIDS, CHILD CARE, DEMONSTRATION PROJECTS, OCCUPATIONAL INFORMATION, RECORDS (FORMS), SERVICE WORKERS.

A 12-WEEK TRAINING PROGRAM WAS DEVELOPED TO PREPARE NONPROFESSIONAL PERSONNEL TO SERVE MENTAL RETARDATEES IN THE AREAS OF HOME-MAKING AND CHILD CARE, PHYSICAL MEDICINE AND NURSING CARE, SPEECH THERAPY, PLAY ACTIVITY, AND AUXILIARY MATERNAL CARE. RECRUITMENT WAS THROUGH NEWSPAPER ANNOUNCEMENT, THE RETARDED INFANTS SERVICE REFERRAL AGENCIES, POVERTY AND YOUTH EMPLOYMENT PROGRAMS, VOCATIONAL GUIDANCE COUNSELORS IN HIGH SCHOOLS, AND SPECIAL GUIDANCE COUNSELORS FOR HIGH SCHOOL DROPOUTS. FIFTY OF THE 52 APPLICANTS ACCEPTED WERE WOMEN, THE MAJORITY MEMBERS OF MINORITY GROUPS. EIGHTY-SEVEN PERCENT COMPLETED THE PROGRAM, AND 73 PERCENT WERE EMPLOYED, 69 PERCENT IN MENTAL RETARDATION OR RELATED AREAS. THEIR MEAN INCOME WAS \$66 PER WEEK. PRACTICALLY ALL OF THE TRAINEES WERE GIVEN POSITIVE OVERALL EVALUATIONS BY THEIR EMPLOYING AGENCIES. IN GENERAL, THEY SCORED HIGHEST IN MOTIVATION AND COMMITMENT, SOCIAL BEHAVIOR, AND INTERPERSONAL SKILLS, AND SOMEWHAT LOWER IN LEVEL OF KNOWLEDGE, INITIATIVE, RESOURCEFULNESS, AND PUNCTUALITY. IT WAS RECOMMENDED THAT (1) APPLICANTS BE CHOSEN WHO HAVE BOTH MAXIMAL PERSONAL ASSETS AND LIMITED ACCESS TO BETTER-PAYING, HIGHER-STATUS POSITIONS, (2) TEACHING BE SPECIFIC, CONCRETE, DRAMATIC, AND RELIANT UPON THE SENSORY RATHER THAN THE INTELLECTUAL, AND (3) TRAINING CONTAIN ELEMENTS OF A THERAPEUTIC MILIEU. A DESCRIPTION OF THE TRAINING, PLACEMENT AND EVALUATION INSTRUMENTS, BIBLIOGRAPHY OF AUDIOVISUAL AIDS, A LIST OF COOPERATING AGENCIES, SELECTED JOB DESCRIPTIONS, AND A GRADUATION CERTIFICATE ARE INCLUDED. (JK)

ED 015 305 VT 004 081

BAUMHEIER, EDWARD C. AND OTHERS
A STUDY--THOSE NOT WORKING IN A TIGHT LABOR MARKET, MILWAUKEE, WISCONSIN. GREENLEIGH ASSOCIATES INC., NEW YORK, N.Y.

PUB DATE JAN 67

EDRS PRICE MF-\$0.75 HC-\$6.00 150P.

DESCRIPTORS *EMPLOYMENT PROBLEMS, *LABOR FORCE NONPARTICIPANTS, *MANPOWER DEVELOPMENT, *UNEMPLOYED, ECONOMICALLY DISADVANTAGED, EMPLOYMENT POTENTIAL, EMPLOYMENT SERVICES, INDIVIDUAL CHARACTERISTICS, INDIVIDUAL NEEDS, JOB SEEKERS, MILWAUKEE, SOCIAL SERVICES, SOCIOECONOMIC STATUS, SURVEYS, WELFARE PROBLEMS, WELFARE RECIPIENTS, WISCONSIN.

THE PURPOSE OF THE STUDY WAS TO (1) IDENTIFY THE POPULATION PRESUMABLY EMPLOYABLE, UNEMPLOYED ADULTS, AGED 16 TO 72 IN A TIGHT LABOR MARKET AREA, (2) ASCERTAIN THEIR CHARACTERISTICS, (3) ASSESS EMPLOYMENT BARRIERS, NEEDS AND POTENTIAL, AND (4) DETERMINE SERVICES AND ACTION PROGRAMS NECESSARY TO MAKE THEM EMPLOYABLE. BETWEEN JULY AND OCTOBER 1966 A SAMPLE OF 1,479 PERSONS IDENTIFIED FROM EMPLOYMENT SERVICE FILES, WELFARE DEPARTMENT FILES, SUBSTANDARD HOUSING AREAS, AND CASUAL SETTINGS SUCH AS BARS AND POOLROOMS WAS INTERVIEWED. WHILE 22 PERCENT WERE ACTIVELY SEEKING WORK, MOST WERE NOT. ROUGHLY ONE-QUARTER OF THOSE INTERVIEWED CONSTITUTED A GROUP WHO WERE VOLUNTARILY IDLE AND COULD HAVE FOUND WORK HAD THEY BEEN SUFFICIENTLY MOTIVATED TO DO SO. THE SECOND GROUP OF ONE-QUARTER INCLUDED MANY OLDER LONG-TERM UNEMPLOYED FOR WHOM SPECIAL REMEDIAL AND REHABILITATIVE PROGRAMS WOULD BE REQUIRED TO MAKE EMPLOYABLE. OF THIS GROUP, MANY WERE UNSKILLED, INEXPERIENCED, ALIENATED, DEPENDENT, AND ENGAGED IN ILLEGAL ACTIVITIES. THE OTHER 50 PERCENT OF THE SAMPLE HELD THE MOST PROMISE FOR EMPLOYABILITY IF SPECIAL PROGRAMS WERE MADE AVAILABLE TO THEM. THIS GROUP INCLUDED YOUNGER AND PRIME WORKING AGE PERSONS WHO LACKED MOTIVATION, TRAINING, EXPERIENCE, SKILLS, CONFIDENCE, OR CHILD-CARE FACILITIES. IT WAS RECOMMENDED THAT NEW STRATEGIES INCLUDE (1) ESTABLISHING PROGRAMS BOTH GEOGRAPHICALLY AND PSYCHOLOGICALLY ACCESSIBLE, (2) PROVIDING TRAINING, JOB-FINDING INSTRUCTION, ENTRY ARRANGEMENTS, AND FOLLOWUP MEASURES USING HIGHLY INDIVIDUALIZED METHODS IN A LINKED-SERVICE PLAN, AND (3) DEVELOPING A STRONG AND LOCALLY RESPONSIBLE MANPOWER POLICY GROUP. (ET)

ED 015 306 VT 004 082

VAUGHN, GWENYTH R.
EDUCATION OF DEAF AND HARD OF HEARING ADULTS IN ESTABLISHED FACILITIES FOR THE NORMALLY HEARING. FINAL REPORT.

IDAHO STATE UNIV., POCATELLO

PUB DATE 67

EDRS PRICE MF-\$1.00 HC-\$10.48 260P.

DESCRIPTORS *ADULT EDUCATION, *COMMUNICATION SKILLS, *DEAF EDUCATION, *VOCATIONAL EDUCATION, AURALLY HANDICAPPED, DEAF, EXPERIMENTAL PROGRAMS, IDAHO STATE UNIVERSITY, INDIVIDUAL CHARACTERISTICS,

JOB PLACEMENT, PROGRAM DESCRIPTIONS, VOCATIONAL REHABILITATION,

THE PURPOSE OF THE 3-YEAR PROJECT WAS TO DETERMINE WHETHER AN EFFECTIVE SOLUTION TO THE VOCATIONAL PROBLEMS OF THE LIMITED HEARING POPULATIONS COULD BE FOUND THROUGH UTILIZING THE EXISTING EDUCATIONAL FACILITIES, AND, IF SO, HOW IT COULD BE IMPLEMENTED. FORTY-ONE ADULTS WITH WIDELY DIVERGENT EDUCATIONAL BACKGROUNDS, DIFFERING DEGREES OF HEARING IMPAIRMENT, COMPLEX COMMUNICATION PROBLEMS, AND VARYING POTENTIALS FOR EDUCATIONAL AND VOCATIONAL PLACEMENT WERE SERVED IN A PROGRAM FOCUSED ON ENRICHING COMMUNICATIONAL, VOCATIONAL, EDUCATIONAL, AND PERSONAL-SOCIAL EXPERIENCES. PRE AND POST-PROGRAM LEVELS OF FUNCTIONING, RATE OF IMPROVEMENT, AND THE NEED FOR ADDITIONAL HELP WERE EVALUATED. THE NUMBER OF STUDENTS RATED FUNCTIONALLY SATISFACTORY IN EXPRESSIVE COMMUNICATION SKILLS INCREASED 22 PERCENT AND THOSE IN RECEPTIVE SKILLS 13 PERCENT. IN POST-PROJECT EMPLOYMENT, PLACEMENT LEVEL AND APPROPRIATENESS OF OCCUPATION TO INDIVIDUAL ABILITIES IMPROVED. OVERALL RESULTS INDICATED THAT COMPREHENSIVE SUPPORTIVE MEASURES WITHIN EXISTING EDUCATIONAL FACILITIES CAN BE EFFECTIVE IN ASSISTING DEAF AND HARD OF HEARING POPULATIONS. RECOMMENDATIONS INCLUDED ESTABLISHING PROFESSIONAL TRAINING PROGRAMS IN COMPREHENSIVE HABILITATION AND REHABILITATION OF THE DEAF AND HARD OF HEARING, DEVELOPING CONSULTANT POOLS, AND COLLECTING DATA REGARDING PERSONS WITH HEARING PROBLEMS ATTENDING PROGRAMS IN FACILITIES FOR THE NORMAL HEARING. DETAILED DESCRIPTIONS OF PROGRAM IMPLEMENTATION AND COMPONENT STUDIES AND SUGGESTIONS FOR ESTABLISHING SIMILAR PROGRAMS ARE INCLUDED. THE STUDY IS SUMMARIZED IN VT 004 083. (JK)

ED 015 307 VT 004 084

ZIVAN, MORTON AND OTHERS
YOUTH IN TROUBLE, A VOCATIONAL APPROACH. A VOCATIONAL REHABILITATION DEMONSTRATION IN A RESIDENTIAL TREATMENT CENTER TO MEET THE VOCATIONAL AND COMMUNITY ADJUSTMENT NEEDS OF EMOTIONALLY DISTURBED YOUTH ADJUDGED TO BE JUVENILE DELINQUENT. FINAL REPORT.

CHILDRENS VILLAGE, DOBBS FERRY, N.Y.
PUB DATE 66

EDRS PRICE MF-\$1.00 HC-\$9.64 239P.

DESCRIPTORS *ADJUSTMENT (TO ENVIRONMENT), *DELINQUENT REHABILITATION, *EMOTIONALLY DISTURBED, *VOCATIONAL REHABILITATION, *YOUTH PROGRAMS, COMPARATIVE ANALYSIS, CONTROL GROUPS, DELINQUENCY, DEMONSTRATION PROJECTS, EXPERIMENTAL GROUPS, PROGRAM DEVELOPMENT, RESIDENTIAL PROGRAMS, SOCIAL ADJUSTMENT, VOCATIONAL ADJUSTMENT.

THE PROJECT AIMED TO DEMONSTRATE THE FEASIBILITY OF A COMPREHENSIVE PROGRAM INTEGRATED WITH OTHER TREATMENT SERVICES AND IDENTIFY THE MAJOR FACTORS ASSOCIATED WITH COMMUNITY AND VOCATIONAL ADJUSTMENT AND MALADJUSTMENT. THE STUDY POPULATION INCLUDED (1) AN EXPERIMENTAL GROUP OF 68 BOYS WHO RECEIVED THE FULL RANGE OF THE PROJECT IN-CARE AND AFTER-CARE SERVICES

AND A CONTROL GROUP OF 25 WHO RECEIVED NO PROJECT SERVICES, (2) AN EXPERIMENTAL GROUP OF 20 BOYS WHO RECEIVED THE FULL RANGE OF THE PROJECT'S AFTER-CARE SERVICES, AND (3) A COMPARISON GROUP OF 27 WHO RECEIVED NO PROJECT SERVICES. IN-CARE ACTIVITIES INCLUDED INDIVIDUAL AND GROUP COUNSELING, OCCUPATIONAL ORIENTATION, AND WORK EXPOSURE. AFTER-CARE ACTIVITIES INCLUDED COUNSELING, ASSESSMENT, JOB PLACEMENT, AND FOLLOWUP. TO DETERMINE THE EFFECTS OF THE EXPERIMENTAL TREATMENT, PERSONAL, ATTITUDINAL, PSYCHOLOGICAL, SOCIAL, AND ENVIRONMENTAL FACTORS ASSOCIATED WITH COMMUNITY AND VOCATIONAL ADJUSTMENT WERE IDENTIFIED AND ASSESSED THROUGH STRUCTURED INTERVIEWS, BEHAVIOR RATING SCALES, PSYCHOLOGICAL TESTS, AND DIRECT OBSERVATION. TREATED BOYS TENDED TO MAINTAIN ACCEPTABLE CONFORMING BEHAVIOR IN THE WORK AREAS, BUT UNTREATED BOYS SHOWED A DROP AT THE 6-MONTH AND 1-YEAR FOLLOWUP. THE EXPERIMENTAL GROUP WHO RECEIVED THE FULL RANGE OF THE PROGRAM SERVICES HAD A HIGHER PERCENTAGE OF BOYS IN THE "KEEPING OUT OF TROUBLE" EVALUATION AREA WHILE THOSE IN THE CONTROL GROUP HAD AN INCREASING TENDENCY TO GET INTO TROUBLE IN THE SAME TIME SPAN. OBSERVATIONS INDICATED THAT WORK EXPOSURE, WHEN COMBINED WITH THE OTHER SERVICES, WAS THE MOST VALUABLE ASPECT OF THE PROGRAMING. DESPITE THE LACK OF STATISTICALLY SIGNIFICANT FINDINGS, THE TREND FAVORING THE EXPERIMENTAL GROUPS INDICATED THAT MORE FAVORABLE FINDINGS WOULD RESULT FROM CONTINUED FOLLOWUP. THE APPENDIXES INCLUDE SOME OF THE INSTRUMENTS USED, SCORING SYSTEMS, DATA SHEETS, AND CORRELATIONS OF PREDICTOR AND OUTCOME VARIABLES. A SUMMARY OF THE STUDY IS VT 004 085. (JK)

ED 015 308 VT 004 086

FERMAN, LOUIS A.
THE NEGRO AND EQUAL EMPLOYMENT OPPORTUNITIES, A REVIEW OF MANAGEMENT EXPERIENCES IN TWENTY COMPANIES. MICHIGAN UNIV., ANN ARBOR, INST. LAB. AND INDUS. REL.

PUB DATE DEC 66

EDRS PRICE MF-\$1.00 HC-\$8.16 202P.

DESCRIPTORS *EMPLOYER ATTITUDES, *EQUAL OPPORTUNITIES (JOBS), *INTEGRATION METHODS, *NEGRO EMPLOYMENT, *RACIAL ATTITUDES, DISCRIMINATORY ATTITUDES (SOCIAL), EMPLOYERS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT PRACTICES, EMPLOYMENT PROBLEMS, INTERGROUP RELATIONS, NEGRO ATTITUDES, NEGROES, PERSONNEL POLICY, RACIAL DIFFERENCES, RACIAL DISCRIMINATION, RACIAL INTEGRATION.

TO STUDY THE APPLICATION OF EQUAL EMPLOYMENT PRACTICES IN COMPANY SETTINGS AND TO ASSESS THE IMPACT OF THESE PRACTICES ON MINORITY GROUP EMPLOYMENT, 20 COMPANIES WITH VARYING EMPLOYMENT STRUCTURE, INDUSTRY, SIZE, NUMBER OF BRANCH UNITS, GEOGRAPHICAL SPREAD, AND PRODUCT OR SERVICE WERE STUDIED. ALL WERE TRYING TO PROMOTE EQUAL OPPORTUNITIES IN THEIR FIRMS. DATA WERE OBTAINED FROM UNION OFFICIALS, 134 COMPANY OFFICIALS, 205 WHITE WORKERS INCLUDING SUPERVISORS, AND 215 NEGRO WORKERS WHO

WERE INTERVIEWED BY PERSONS OF THEIR OWN RACE TO FACILITATE FRANKNESS. THE FINDINGS INCLUDED -

(1) MANAGEMENT REPORTED MORE EQUAL OPPORTUNITIES ACHIEVEMENTS IN DEVELOPING NEW RECRUITMENT PROCEDURES THAN IN TRAINING AND PROMOTION PRACTICES, (2) MANAGEMENT VIEWED THE NEGRO JOB PROBLEM AS A COMMUNITY RATHER THAN A COMPANY RESPONSIBILITY, (3) UNION UNWILLINGNESS TO MODIFY SENIORITY AND APPRENTICESHIP STRUCTURES HAD BEEN A BARRIER TO EQUAL OPPORTUNITY, (4) FEW WHITE WORKERS ADMITTED THAT NEGROES HAD ANY SPECIAL JOB DIFFICULTIES BECAUSE OF SKIN COLOR, (5) THE MAJOR FEAR OF WHITES WAS THE ENVISIONED THREAT OF PREFERENTIAL HIRING PRACTICES FOR NEGROES, (6) NEGRO WORKERS FELT THAT THERE WAS CONSIDERABLE JOB DISCRIMINATION AGAINST THEM IN HIRING, TRAINING, AND PROMOTIONS, AND THEY BELIEVED THAT THEIR LACK OF OPPORTUNITY WAS MORE A MATTER OF THEIR SKIN COLOR THAN THEIR LACK OF TRAINING, AND (7) THE NEGRO PROMOTION RATE WAS IN FACT LOWER THAN THE WHITE RATE. RECOMMENDATIONS INCLUDED THE NECESSITY FOR CONTINUED MONITORING OF COMPANY EQUAL EMPLOYMENT PRACTICES BY OUTSIDE AGENCIES WITH STATUTORY POWERS TO EFFECT CHANGE. (ET)

ED 015 309 VT 004 087

EDGERTON, HAROLD A. SYLVESTER, ROBERT W.
JOB CORPS TRAINEES AS A SAMPLE OF THE POPULATION. PERFORMANCE RESEARCH INC., WASHINGTON, D.C.

PUB DATE MAR 67

EDRS PRICE MF-\$0.25 HC-\$1.40 33P.

DESCRIPTORS *DISADVANTAGED YOUTH, *FEDERAL PROGRAMS, *OUT OF SCHOOL YOUTH, *POVERTY PROGRAMS, ACADEMIC ACHIEVEMENT, AGE, COMPARATIVE STATISTICS, FAMILY ENVIRONMENT, GEOGRAPHIC DISTRIBUTION, INDIVIDUAL CHARACTERISTICS, JOB CORPS, MARITAL STATUS, POPULATION DISTRIBUTION, SEX (CHARACTERISTICS), SOCIOECONOMIC BACKGROUND, VOCATIONAL EDUCATION, WORK EXPERIENCE.

THE SIMILARITY OF JOB CORPS TRAINEES TO THE POPULATION OF THE SAME AGE FROM WHICH THEY WERE DRAWN AND PROPORTION OF TRAINEES COMING FROM EACH STATE WERE DETERMINED. DATA WERE OBTAINED FROM PREENROLLMENT APPLICATIONS, CENSUS REPORTS, AND PUBLICATIONS. FINDINGS INCLUDED - (1) THE NUMBER OF 16- TO 17-YEAR-OLD MALE TRAINEES WAS DISPROPORTIONATELY LARGE, (2) THERE WAS A PREPONDERANCE OF 18- TO 20-YEAR-OLD FEMALES, (3) EDUCATIONALLY, THE TRAINEES WERE IN THE LOWER RANGES OF THE TOTAL YOUTH POPULATION IN TERMS OF HIGH SCHOOL GRADUATION AND HIGHEST SCHOOL GRADE COMPLETED, (4) THE TRAINEES HAD SHOULDERED MORE RESPONSIBILITY THAN MOST YOUNG PEOPLE OF THEIR AGE RANGE, MORE HAVING BEEN HEADS OF HOUSEHOLD OR PRIMARY WAGE EARNERS, ALTHOUGH MAINLY IN UNSKILLED JOBS, (5) STATES WITH LARGER POPULATIONS PROVIDED MOST OF THE TRAINEES, (6) ON THE AVERAGE, THOSE STATES HAVING HIGHER EDUCATIONAL LEVELS HAD FEWER TRAINEES, (7) IN GENERAL, THE NUMBER OF ENROLLEES BY STATES WAS A FUNCTION OF THE STATE'S SOCIOECONOMIC CHARAC-

TERISTICS SUCH AS A HIGHER AGGREGATE BUT LOWER PERCENTAGE OF NON-WHITES, A LOWER PERCENTAGE OF VETERANS AGED 16 TO 21, A HIGHER PERCENTAGE OF YOUTH IN THE LOWER 16 TO 21 AGE RANGE, AND A HIGHER PERCENTAGE OF ILLITERATES, (8) THE LARGER THE PERCENTAGE OF ARMED FORCES MENTAL TEST FAILURES IN A STATE, THE LARGER ITS SHARE OF JOB CORPS ENROLLEES, AND (9) THE HIGHER PERPUPIL SUPPORT FOR SCHOOLS IN A STATE, THE SMALLER ITS JOB CORPS ENROLLMENT PERCENTAGE. THE JOB CORPS APPEARED TO BE DRAWING ITS TRAINEE POPULATION SUBSTANTIALLY IN KEEPING WITH THE PHILOSOPHY PUBLICLY EXPRESSED BY ITS LEADERS. (ET)

ED 015 310 VT 004 088

MEISSNER, ANN HENZE, RICHARD
PARENT REPORT AFTER SECOND YEAR'S OPERATION. COOPERATIVE SCHOOL-REHABILITATION CENTER SPECIAL REPORTS, NUMBER 3.
EDUCATIONAL RESEARCH AND DEV. COUNCIL OF TWIN CITIES
PUB DATE JUN 67
EDRS PRICE MF-\$0.25 HC-\$0.36 7P.

DESCRIPTORS *EDUCATIONAL PROGRAMS, *PARENT ATTITUDES, *STUDENT BEHAVIOR, *VOCATIONAL REHABILITATION, PROGRAM EVALUATION, STUDENT ATTITUDES, SURVEYS.

IN MAY 1967, 64 OF 94 PARENTS OF STUDENTS ENROLLED IN THE COOPERATIVE SCHOOL REHABILITATION CENTER REPORTED THEIR REACTIONS AND OBSERVATIONS ON THEIR STUDENT'S PROGRESS. FORTY-FOUR PARENTS REPORTED CHANGES AND 20 REPORTED NO CHANGES IN STUDENT'S ROUTINE ACTIVITIES AT HOME SUCH AS EATING HABITS, SLEEPING HOURS, AND DRESSING OR GROOMING ACTIVITIES. THE CHANGE OR DEVELOPMENT IN LEISURE TIME ACTIVITIES, HOBBIES, OR SOCIAL RELATIONS MOST FREQUENTLY NOTED WAS STUDENT'S TALKING MORE WITH OTHER PEOPLE. ALL EXCEPT TWO PARENTS HAD NOTICED STUDENT'S INCREASED OR CONTINUED INTEREST IN JOBS AND WORK. FIFTY-THREE SAID THERE HAD BEEN NO PROBLEMS IN GETTING HIM TO COME OR TO MAINTAIN INTEREST IN ATTENDING SCHOOL. WORK WAS THE AREA OR ASPECT OF THE PROGRAM STUDENTS LIKED MOST. INCREASED MATURITY AND BETTER COMMUNICATIONS WERE THE RECURRING THEMES OF PARENT COMMENT ON STUDENT BEHAVIOR AND EXPERIENCE DURING THE PAST FEW MONTHS. IN GENERAL, PARENTS FELT THAT THE SCHOOL EXPERIENCE HAD BEEN A POSITIVE, MATURING, AND SATISFYING FEATURE OF THE CHILD'S LIFE. (PS)

ED 015 311 VT 004 089

GOFFRAY, ALICE R.
SECRETARIAL TRAINING WITH SPEECH IMPROVEMENT, AN EXPERIMENTAL AND DEMONSTRATION PROJECT. FINAL REPORT. SAINT MARYS DOMINICAN COLL., NEW ORLEANS, LA.
PUB DATE 66
EDRS PRICE MF-\$0.75 HC-\$6.72 166P.

DESCRIPTORS *ADULT, VOCATIONAL EDUCATION, *DISADVANTAGED GROUPS, *EXPERIMENTAL PROGRAMS, *SECRETARIES, *SPEECH IMPROVEMENT, COUNSELING, DEMONSTRATION PROJECTS, FEMALES, GROUP INSTRUCTION, INDIVIDUAL CHARACTERISTICS, JOB PLACEMENT, LOUISIANA, NEGROES, NEW OR-

LEANS, OFFICE OCCUPATIONS EDUCATION, PROGRAM DESCRIPTIONS, PROGRAM DEVELOPMENT, SPEECH EDUCATION, STUDENT TEACHER RELATIONSHIP, VOCATIONAL FOLLOWUP.

NINETY DISADVANTAGED WHITE AND NEGRO FEMALE TRAINEES, 18 TO 44 YEARS OF AGE, WERE GIVEN 950 HOURS OF INSTRUCTION IN TYPING, SHORTHAND, BUSINESS SPEECH, AND ANCILLARY COURSES DURING A 24-WEEK PERIOD. THE EXPERIMENTAL PHASE OF THE PROGRAM CONSISTED OF DEVELOPING ECONOMICALLY FEASIBLE GROUP TECHNIQUES FOR TEACHING BUSINESS SPEECH TO ADULTS WHOSE SUBSTANTIAL REGIONAL SPEECH PATTERNS CONSTITUTED AN OBSTACLE TO EMPLOYMENT IN THE STENOGRAPHIC AND SECRETARIAL FIELD AND DEMONSTRATING THAT BUSINESS SPEECH TRAINING WITH GROUP TECHNIQUES WILL INCREASE EMPLOYABILITY. THE TECHNIQUES CONSISTED OF ADAPTATIONS OF ACCEPTED PRACTICES IN SPEECH THERAPY, ADAPTATIONS OF FOREIGN LANGUAGE METHODOLOGY, AND CLASSROOM PRACTICES FOR TEACHING PUBLIC SPEAKING. OF 86 ENROLLEES WHO COMPLETED THE COURSE, 97 PERCENT WERE EMPLOYED IN BUSINESS OFFICES. INTERVIEWS WITH EMPLOYERS BEFORE AND AFTER THE TRAINEES WERE PLACED AS CLERK-TYPISTS, STENOGRAPHERS, AND SECRETARIES, SHOWED THAT BUSINESS SPEECH TRAINING INCREASED EMPLOYABILITY FOR ALMOST ALL OF THE TRAINEES. BRIEF OUTLINES OF THE SIX UNITS, THEIR SPECIFIC GOALS, ANALYSIS OF METHODS USED, AND THE DEGREE OF GOALS ACHIEVEMENT ARE INCLUDED. (PS)

ED 015 312 VT 004 090

HERMAN, MELVIN SADOFSKY, STANLEY
STUDY OF THE MEANING, EXPERIENCE, AND EFFECTS OF THE NEIGHBORHOOD YOUTH CORPS ON NEGRO YOUTH WHO ARE SEEKING WORK. PART I, WORK ATTITUDES, SELF-IMAGE, AND THE SOCIAL AND PSYCHOLOGICAL BACKGROUND OF WORK-SEEKING NEGRO YOUNG ADULTS IN NEW YORK CITY.
NEW YORK UNIV., N.Y., GRAD. SCH. OF SOCIAL WORK
REPORT NUMBER NY-CAP-66-9573-0
5433024-PT-1
PUB DATE JAN 67
EDRS PRICE MF-\$1.00 HC-\$9.76 242P.

DESCRIPTORS *DISADVANTAGED YOUTH, *JOB SEEKERS, *NEGRO YOUTH, *SELF ESTEEM, *WORK ATTITUDES, ASPIRATION, COLLEGE STUDENTS, COMPARATIVE ANALYSIS, EDUCATIONAL ATTITUDES, EMPLOYMENT SERVICES, FAMILY BACKGROUND, FEDERAL PROGRAMS, HIGH SCHOOL STUDENTS, INDIVIDUAL CHARACTERISTICS, MALES, NEGRO ATTITUDES, NEIGHBORHOOD YOUTH CORPS, NEW YORK CITY, OCCUPATIONAL CHOICE, POVERTY PROGRAMS, SOCIOECONOMIC BACKGROUND, VOCATIONAL ADJUSTMENT, VOCATIONAL EDUCATION, WORK EXPERIENCE, YOUTH PROBLEMS.

INTERVIEWS AND QUESTIONNAIRES FROM 601 JOB SEEKERS AT THE HARVOUR ACT CENTER AND JOHN F. KENNEDY JOINT CENTER BETWEEN NOVEMBER 1965 AND JUNE 1966 FURNISHED DATA FOR THIS STUDY OF WORK-SEEKING NEGRO YOUTHS BETWEEN THE AGES OF 16 AND 21. SIMILAR DATA WERE COLLECTED FROM THREE CONTROL SAMPLES INCLUDING 260 MALE JUNIORS AND SENIORS AT A PREDOMINANTLY WHITE HIGH

SCHOOL, 442 MALE FRESHMEN AND SOPHOMORES AT A PREDOMINANTLY WHITE COLLEGE, AND 196 NEGRO MALE COLLEGE FRESHMEN AND SOPHOMORES AT PREDOMINANTLY NEGRO HOWARD UNIVERSITY. THE JOB-SEEKING NEGRO YOUTH FROM THE GHETTO IS WELL AWARE OF THE GAPS IN HIS EDUCATION AND HIS VOCATIONAL TRAINING AND IS SEEKING WAYS TO REMEDY THESE GAPS. HE EVIDENTLY FEELS THAT THE NEW YORK CITY PUBLIC SCHOOL SYSTEM IS NOT A SOURCE OF REMEDY FOR THESE DEFICIENCIES. HE IS MORE LIKELY TO SEE WORK AS A MINIMAL MEANS OF SURVIVING THAN AS SOMETHING OF INTRINSIC INTEREST OR VALUE. THE LOW SELF-ESTEEM HE EXHIBITS, ESPECIALLY IN CONTRAST TO WHITE AND NEGRO MIDDLE-CLASS YOUTHS IN THE SAME AGE GROUPS, IMPAIRS HIS ABILITY TO SEEK AND HOLD JOBS, ERODES HIS COMMITMENT TO WORK, DEPRESSES HIS ASPIRATIONS TOWARD A BETTER CONDITION OF LIFE, AND CONTINUALLY PASSES HIM TOWARD A STATE OF DESPAIR, APATHY, AND SURRENDER. NEVERTHELESS, HE APPEARS VERY LIKELY TO RESPOND TO MEANINGFUL WORK-TRAINING PROGRAMS IF THEY ARE MADE AVAILABLE TO HIM. (ET)

ED 015 313 VT 004 091

HERMAN, MELVIN SADOFSKY, STANLEY
STUDY OF THE MEANING, EXPERIENCE, AND EFFECTS OF THE NEIGHBORHOOD YOUTH CORPS ON NEGRO YOUTH WHO ARE SEEKING WORK. PART II, A FOLLOW-UP STUDY OF WORK-SEEKING NEGRO YOUNG MEN WHO ARE NOT PLACED IN JOBS BY IN-TAKE CENTERS.
NEW YORK UNIV., N.Y., GRAD. SCH. OF SOCIAL WORK
REPORT NUMBER NY-CAP-66-9573-0
5433024-PT-2
PUB DATE APR 67
EDRS PRICE MF-\$0.75 HC-\$6.48 160P.

DESCRIPTORS *DISADVANTAGED YOUTH, *EMPLOYMENT SERVICES, *JOB PLACEMENT, *JOB SEEKERS, *NEGRO YOUTH, FEDERAL PROGRAMS, INDIVIDUAL CHARACTERISTICS, NEIGHBORHOOD YOUTH CORPS, NEW YORK CITY, POVERTY PROGRAMS, PROGRAM EVALUATION, SELF ESTEEM, UNEMPLOYED, VOCATIONAL EDUCATION, WORK ATTITUDES, WORK EXPERIENCE, YOUTH EMPLOYMENT.

OF THE 601 YOUTHS WHOSE CHARACTERISTICS WERE STUDIED IN PHASE I (VT 004 090), 377 WERE NOT PLACED IN JOBS OR TRAINING WITHIN THREE MONTHS AFTER THEIR INITIAL INTERVIEW AT THE JOB CENTERS. OF THESE, 201 WERE INTERVIEWED DURING PHASE II TO DETERMINE THE TRAITS WHICH DISTINGUISHED THEM FROM OTHERS WHO HAD BEEN PLACED BY THE CENTERS, AND THE FACTORS IN BOTH THE CENTERS AND THE YOUTHS THAT WERE RELATED TO PLACEMENT. SOME OF THE MAJOR FINDINGS WERE (1) THE SAMPLE YOUTHS VIEWED THE PLACEMENT FUNCTION OF THE JOB CENTERS AS FAR MORE IMPORTANT THAN THE TRAINING AND REMEDIAL SERVICES, (2) THEY DID NOT DIFFER IN ANY MAJOR RESPECT FROM THE YOUTHS IN THE PHASE I STUDY, (3) THE CENTERS WERE MORE SUCCESSFUL IN PLACING THE YOUTHS INTERESTED IN TRAINING THAN THOSE WHO JUST WANTED JOBS, (4) THEY ASSIGNED TO JOBS OR TRAINING EITHER THE YOUTHS WHO WERE AROUND WHEN THE JOB ORDER WAS RECEIVED OR ONES WHO WERE AG-

GRESSIVE AND PERSONABLE FROM THE COUNSELOR'S VIEWPOINT, RATHER THAN ONES IN THE WAITING LIST FILES, AND (5) THE LACK OF DIFFERENCES BETWEEN THOSE PLACED BY THE CENTERS AND THOSE NOT PLACED, THOSE PLACED IN PRIVATE EMPLOYMENT AND THOSE PLACED IN WORK TRAINING PROGRAMS, AND THOSE WHO DID AND WHO DID NOT FIND FULL-TIME JOBS SUGGESTED THAT NO SUBGROUP OF THE POPULATION STUDIES WAS MORE VOCATIONALLY IMPAIRED THAN ANOTHER, AND NO SUCH IMPAIRMENT WAS THE BASIS ON WHICH DECISIONS WERE MADE BY THE CENTERS. (ET)

ED 015 314 VT 004 092

KLAPPER, MORRIS AND OTHERS
VOCATIONAL READINESS FOR YOUNG DISABLED STUDENTS IN NEW YORK CITY, A 3-YEAR INTERIM REPORT OF A 5-YEAR COLLABORATIVE STUDY.
NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE APR 66

EDRS PRICE MF-\$0.50 HC-\$4.56 112P.

DESCRIPTORS *EXPERIMENTAL PROGRAMS, *HANDICAPPED STUDENTS, *OCCUPATIONAL GUIDANCE, *VOCATIONAL EDUCATION, *VOCATIONAL REHABILITATION, *ACADEMIC ACHIEVEMENT, ADOLESCENTS, COMPARATIVE ANALYSIS, CONTROL GROUPS, EMOTIONALLY DISTURBED, EXPERIMENTAL GROUPS, FOLLOWUP STUDIES, INDIVIDUAL CHARACTERISTICS, MENTALLY HANDICAPPED, PHYSICALLY HANDICAPPED, SOCIAL ADJUSTMENT, VOCATIONAL ADJUSTMENT.

THE PURPOSE OF THE STUDY WAS TO DEMONSTRATE THE FEASIBILITY OF APPLYING COORDINATED VOCATIONAL REHABILITATION, EDUCATIONAL, AND GUIDANCE SERVICES TO SEVERELY HANDICAPPED CHILDREN BETWEEN 14 AND 16 ON THE PREMISE THAT THESE STUDENTS MIGHT BE UNABLE TO TAKE MAXIMUM ADVANTAGE OF SERVICES INITIATED AT A LATER AGE. FIFTY-FIVE PHYSICALLY HANDICAPPED, 35 MENTALLY RETARDED, AND 50 EMOTIONALLY DISTURBED STUDENTS CONSTITUTED THREE UNITS, EACH OF WHICH WAS SUBDIVIDED INTO EXPERIMENTAL AND CONTROL GROUPS. BOTH GROUPS HAD AN INITIAL MULTI-PHASED APPRAISAL. THE EXPERIMENTAL GROUPS RECEIVED VOCATIONAL AND SOCIAL TRAINING 2 DAYS A WEEK FOR 15 MONTHS. BOTH GROUPS WERE REAPPRAISED AT THE END OF THE SECOND YEAR, AND INTERVIEWED 12 MONTHS LATER CONCERNING PERSONAL, SOCIAL, EDUCATIONAL, AND VOCATIONAL ADJUSTMENT. STUDENTS IN THE EXPERIMENTAL GROUP IN THE PHYSICALLY HANDICAPPED UNIT SHOWED IMPROVEMENT IN INTELLECTUAL LEVEL OF FUNCTIONING, SCHOOL ACHIEVEMENT, AND VOCATIONAL PROGRESS. ACHIEVEMENT RESULTS OF THE MENTALLY RETARDED WERE INCONCLUSIVE. OF ALL THE GROUPS, THE EMOTIONALLY DISTURBED SHOWED THE LEAST AMOUNT OF CHANGE IN INTELLECTUAL, SOCIAL AND VOCATIONAL AREAS. INCLUDED ARE STATISTICAL TABLES, DETAILED SOCIOLOGICAL AND MEDICAL DATA, THUMBNAILED SKETCHES OF THE PERFORMANCE HISTORY OF EACH OF THE EMOTIONALLY DISTURBED STUDENTS, AND SAMPLES OF THE INSTRUMENTS USED IN THE STUDY. (JK)

ED 015 315 VT 004 093
BUENAVENTURA, ANGELES

FOLLOW-UP STUDY OF MDTA E AND D PROJECT CONDUCTED BY THE MICHIGAN CATHOLIC CONFERENCE, LANSING.

BUREAU OF SOCIAL SCIENCE RESEARCH, INC., WASH., D.C.

REPORT NUMBER BSSR-369

PUB DATE MAR 67

EDRS PRICE MF-\$0.50 HC-\$4.56 112P.

DESCRIPTORS *DEMONSTRATION PROGRAMS, *DISADVANTAGED GROUPS, *EMPLOYMENT PROGRAMS, *VOCATIONAL REHABILITATION, ADULT BASIC EDUCATION, CAUCASIANS, INDIVIDUAL CHARACTERISTICS, JOB PLACEMENT, LANSING, MANPOWER DEVELOPMENT, MDTA PROGRAMS, MICHIGAN, NEGROES, ON THE JOB TRAINING, PROGRAM DESCRIPTIONS, PROGRAM DEVELOPMENT, PROGRAM EVALUATION, RECRUITMENT, SOCIAL SERVICES, SPANISH AMERICANS, UNEMPLOYED, VOCATIONAL COUNSELING, VOCATIONAL EDUCATION, VOCATIONAL FOLLOWUP, VOCATIONAL TRAINING CENTERS.

REPRESENTATIVES OF SPANISH-SPEAKING FORMER MIGRANTS (FARM WORKERS) AND OTHER DISADVANTAGED GROUPS, NEGRO AND WHITE, PARTICIPATED IN A PROGRAM, TO DEMONSTRATE THAT UNSKILLED PERSONS WITH LITTLE FORMAL EDUCATION AND LIMITED COMMAND OF THE ENGLISH LANGUAGE COULD BE SUCCESSFULLY TRAINED AND PLACED IN OCCUPATIONS FOR WHICH THERE WAS LOCAL DEMAND AND MOTIVATE INSTITUTIONAL CHANGES IN THE PUBLIC EMPLOYMENT AND WELFARE AGENCIES IN LANSING FOR IMPROVING AND EXPANDING SERVICES TO THE HARD-CORE UNEMPLOYED. POST-TRAINING INTERVIEWS WITH THE 156 TRAINEES, 99 APPLICANTS, THE PROJECT STAFF, AND VARIOUS KNOWLEDGEABLE COMMUNITY MEMBERS CLEARLY DEMONSTRATED THAT THE TARGET POPULATION COULD BE EFFECTIVELY TRAINED AND PLACED THROUGH A COMPREHENSIVE TREATMENT APPROACH WHICH INCLUDES BASIC EDUCATION, VOCATIONAL TRAINING, CULTURAL ORIENTATION, AND INTENSIVE COUNSELING. ALTHOUGH THE SUCCESSFUL PLACEMENT RATE OF 85 PERCENT AT 3 MONTHS AND 67 PERCENT AT 2 MONTHS AFTER TRAINING WAS AIDED BY FAVORABLE LABOR MARKET CONDITIONS IN LANSING, THIS SAME DISADVANTAGED GROUP WAS UNABLE TO TAKE ADVANTAGE OF EQUALLY FAVORABLE JOB OPPORTUNITIES BEFORE TRAINING. THE SECOND GOAL WAS NOT ACHIEVED PARTIALLY BECAUSE THE VARIOUS AGENCIES WERE MORE INTERESTED IN HAVING THE TRAINING CENTER CONTINUE TO CARRY THE BURDEN OF AIDING THE HARD-CORE UNEMPLOYED THAN THEY WERE IN ADOPTING THE SUCCESSFUL TECHNIQUES IT DEMONSTRATED. (ET)

ED 015 316 VT 004 094

CHALUPSKY, ALBERT B. KOPF, THOMAS J.

JOB PERFORMANCE AIDS AND THEIR IMPACT ON MANPOWER UTILIZATION.

PHILCO-FORD CORP., PALO ALTO, CALIF., WDL DIV.

REPORT NUMBER WDL-TR 3276

PUB DATE MAY 67

EDRS PRICE MF-\$0.50 HC-\$4.44 109P.

DESCRIPTORS *INSTRUCTIONAL AIDS, *JOB SKILLS, *TASK PERFORMANCE, ANNOTATED BIBLIOGRAPHIES, AUDIOVISUAL AIDS, ELECTRONICS, INFORMATION UTILIZATION, JOB PERFORMANCE

AIDS, MANPOWER UTILIZATION, MANUALS, NURSING, REFERENCE MATERIALS, RESEARCH NEEDS, TRAINING.

THE PURPOSE OF THE STUDY WAS TO REVIEW AND SYNTHESIZE THE RESULTS OF RESEARCH ON JOB PERFORMANCE AIDS AND EXPLORE THEIR CURRENT AND POTENTIAL ON INDUSTRIAL MANPOWER UTILIZATION. JOB PERFORMANCE AIDS ARE AUXILIARY INFORMATION STORAGE DEVICES WHICH PRESENT JOB INSTRUCTIONS OR REFERENCE DATA FOR USE BY THE EMPLOYEE DURING THE COURSE OF HIS JOB PERFORMANCE. AN UNDERLYING ASSUMPTION WAS THAT JOB PERFORMANCE AIDS COULD BE VIEWED AS A MAJOR TOOL FOR MATCHING JOB REQUIREMENTS WITH AVAILABLE MANPOWER RESOURCES. FINDINGS WERE DERIVED FROM A REVIEW OF THE LITERATURE AND FROM A FIELD STUDY OF PERFORMANCE AID UTILIZATION IN 12 ELECTRONICS ASSEMBLY ORGANIZATIONS AND PATIENT CARE AREAS OF 12 HOSPITALS. THE RESULTS SHOWED THAT DEPENDING UPON THEIR DESIGN AND USAGE, JOB PERFORMANCE AIDS COULD COMPENSATE FOR LACK OF TRAINING AND EXPERIENCE, IMPROVE JOB QUALITY, AND INCREASE PRODUCTIVITY. THE IMPACT OF JOB AIDS WAS PARTICULARLY APPARENT IN COMPLEX OR LENGTHY TASKS, DIMINISHING IN EFFECTIVENESS AS TASKS WERE SUBDIVIDED INTO SHORT CYCLE, REPETITIVE OPERATIONS. A BASIC FRAMEWORK FOR ADVANCING THE FIELD OF JOB PERFORMANCE AIDS WAS PROPOSED, AND A SERIES OF RESEARCH QUESTIONS WAS LISTED. IT WAS RECOMMENDED THAT THE DEPARTMENT OF LABOR CONSIDER THE ROLE IT MIGHT PLAY IN OVERCOMING THE LACK OF COMMUNICATIONS WHICH UP TO NOW HAS HINDERED THE DEVELOPMENT OF THE JOB PERFORMANCE AID FIELD. (ET)

ED 015 317 VT 004 096

SMITH, D.B. AND OTHERS

FINAL REPORT ON THE CORPSMEN ADJUSTMENT STUDY.

EDUCATIONAL DESIGN INC., NEW YORK, N.Y.

PUB DATE JAN 67

EDRS PRICE MF-\$0.75 HC-\$6.50 168P.

DESCRIPTORS *ADJUSTMENT PROBLEMS, *DISADVANTAGED YOUTH, *PROGRAM EVALUATION, *VOCATIONAL EDUCATION, CHICAGO, EMPLOYER ATTITUDES, EMPLOYER EMPLOYEE RELATIONSHIP, EMPLOYMENT, FEDERAL PROGRAMS, FOLLOWUP STUDIES, HOUSTON, INDIVIDUAL CHARACTERISTICS, JOB CORPS, JOB PLACEMENT, JOB SATISFACTION, NEW YORK, OUT OF SCHOOL YOUTH, PARTICIPANT SATISFACTION, POVERTY PROGRAMS, PROGRAM ATTITUDES, SAN FRANCISCO, SOCIAL ADJUSTMENT, SOCIOCULTURAL PATTERNS, VOCATIONAL ADJUSTMENT, WORK ATTITUDES.

RESULTS OF UNSTRUCTURED SMALL GROUP INTERVIEWS WITH 78 FORMER CORPSMEN AND 10 COWORKERS AND INDIVIDUAL INTERVIEWS WITH 33 OF THEIR EMPLOYERS IN NEW YORK, CHICAGO, HOUSTON, AND SAN FRANCISCO WERE ANALYZED TO DETERMINE THE PROBLEMS THAT CONFRONT JOB CORPSMEN WHO HAVE COMPLETED THEIR TRAINING. RESPONSES WERE CODED, TABULATED, AND SUBJECTED TO KENDALL'S RANK ORDER CORRELATION COEFFICIENT TEST. FINDINGS INCLUDED - (1) YOUNGER CORPSMEN HAD GREATER

DIFFICULTY FINDING JOBS THAN DID OLDER ONES, (2) THE PERCENTAGE OF EMPLOYED RELOCATED CORPSMEN WAS ABOUT FOUR TIMES GREATER THAN THE PERCENTAGE OF EMPLOYED CORPSMEN RETURNING TO THEIR HOMES, (3) ONLY THOSE WHO HAD FOUND SUITABLE EMPLOYMENT ADMITTED THAT THEY EXPECTED THE JOB CORPS TO TRAIN THEM SO THAT THEY COULD GET A JOB, AND (4) A SIGNIFICANT NUMBER OF EMPLOYERS AND COWORKERS BELIEVED CORPSMEN HAD UNREALISTICALLY HIGH JOB EXPECTATIONS. RECOMMENDATIONS INVOLVED IMPROVING SOME CENTER PRACTICES, CHANGING SOME, AND EXTENDING SERVICES BEYOND IN-CENTER TRAINING. SPECIFICALLY, IT WAS RECOMMENDED THAT (1) RECRUITERS BE BETTER APPRISED OF ACTUAL CONDITIONS AT THE CENTER, (2) LIAISON WITH STATE EMPLOYMENT COMMISSIONS WHICH CARRY OUT PLACEMENT FUNCTIONS BE IMPROVED, (3) PLACEMENT PERSONNEL RECEIVE TRAINING TO OPTIMIZE THEIR EFFECTIVENESS, (4) CORPSMEN IN TRAINING NOT BE OVERCOMMITTED TO A PARTICULAR ROUTINE OF PERFORMING SKILLS AND RECEIVE MORE PREPARATION IN THE NONSKILLS ASPECTS OF GOOD JOB PERFORMANCE, AND (5) FOLLOWUP FACILITIES TO HELP CORPSMEN INTEGRATE INTO NEW GROUPS, ORGANIZATIONS, AND COMMUNITIES BE DEVELOPED. (ET)

ED 015 318 VT 004 097
A CONTINUING STUDY OF JOB CORPS TERMINATIONS, WAVE II - INITIAL INTERVIEW WITH TERMINATIONS FROM AUGUST 15, 1966 TO DECEMBER 15, 1966, AN INTERIM REPORT.
HARRIS (LOUIS) AND ASSOCIATES INC., NEW YORK, N.Y.
REPORT NUMBER STUDY-1729
PUB DATE MAY 67
EDRS PRICE MF-\$9.25 HC-\$1.28 30P.

DESCRIPTORS *DISADVANTAGED YOUTH, *FOLLOWUP STUDIES, *OUT OF SCHOOL YOUTH, *POVERTY PROGRAMS, *VOCATIONAL EDUCATION, AGE, COMPARATIVE STATISTICS, DROPOUTS, EMPLOYMENT, FEDERAL PROGRAMS, GEOGRAPHIC DISTRIBUTION, GRADUATES, INDIVIDUAL CHARACTERISTICS, JOB CORPS, OCCUPATIONS, PROGRAM EVALUATION, RACIAL CHARACTERISTICS, RURAL URBAN DIFFERENCES, SEX (CHARACTERISTICS), SOCIOECONOMIC BACKGROUND, WAGES.

THIS INTERIM REPORT OF PRE- AND POST-JOB CORPS STATUS FOR TERMINATIONS (GRADUATES, DROPOUTS, AND DISCHARGES) IS THE SECOND PART OF A CONTINUING EVALUATION OF THE EFFECTIVENESS OF JOB CORPS TRAINING. OF 4,649 TERMINATIONS FOR THE PERIOD, 1,284 WERE PERSONALLY INTERVIEWED. SOME OF THE SURVEY HIGHLIGHTS WERE-(1) FEWER THAN HALF OF THE TERMINATIONS WERE WORKING AT THE TIME THEY ENTERED THE JOB CORPS, AND OVER A THIRD OF THESE HAD SOME TYPE OF SERVICE JOB, (2) THE MEDIAN PRE-JOB CORPS HOURLY RATE FOR THOSE WORKING WAS \$1.19, (3) NOT ONLY WERE FEWER WOMEN THAN MEN WORKING, BUT THEIR EARNINGS WERE SIGNIFICANTLY LOWER, (4) THE MEDIAN LENGTH OF TIME IN THE JOB CORPS WAS 4.3 MONTHS, (5) URBAN CENTERS HAD SIGNIFICANTLY HIGHER PROPORTIONS OF GRADUATES THAN CONSERVATION CENTERS, (6) THE YOUNGER TERMINATIONS

HAD A LOWER PERCENTAGE OF GRADUATES, (7) 53 PERCENT FOUND A JOB IMMEDIATELY AFTER LEAVING THE JOB CORPS, (8) OVER TWO-THIRDS OF THE GRADUATES WERE WORKING AT THE TIME OF THE SURVEY, COMPARED WITH 54 PERCENT OF THE DROPOUTS AND 55 PERCENT OF THE DISCHARGES, (9) FEWER GRADUATES THAN DROPOUTS OR DISCHARGES WERE IN SERVICE OCCUPATIONS AFTER JOB CORPS TRAINING AND MORE WERE IN MACHINE TRADES AND STRUCTURAL WORK, (10) ONE-THIRD OF THE POST-JOB CORPS WOMEN WERE WORKING IN TECHNICAL FIELDS, PARTICULARLY NURSING, COMPARED WITH 7 PERCENT OF PRE-JOB CORPS WOMEN, AND (11) GRADUATES HAD A HIGHER MEDIAN HOURLY PAY RATE AND A LARGER INCREASE OVER THE PRE-JOB CORPS EARNINGS THAN DID THE DROPOUTS OR DISCHARGES. (ET)

ED 015 319 VT 004 098
LOUGHARY, JOHN W.
GUIDANCE AND COUNSELING IN RURAL JOB CORPS CENTERS. FINAL REPORT.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
PUB DATE 15 SEP 65
EDRS PRICE MF-\$9.25 HC-\$1.28 30P.

DESCRIPTORS *DISADVANTAGED YOUTH, *GUIDANCE COUNSELING, *PROGRAM IMPROVEMENT, *RURAL EDUCATION, *VOCATIONAL EDUCATION, COUNSELING GOALS, FEDERAL PROGRAMS, JOB CORPS, OUT OF SCHOOL YOUTH, POVERTY PROGRAMS, RESEARCH PROJECTS.

THE OBJECTIVES OF THE 8-WEEK PROJECT WERE TO CLARIFY AND FURTHER DEFINE GUIDANCE AND COUNSELING NEEDS OF CORPSMEN IN RURAL JOB CORPS CENTERS, UNDERSTAND AND DESCRIBE ONGOING GUIDANCE AND COUNSELING PROCEDURES IN RURAL CENTERS, AND IDENTIFY WAYS IN WHICH GUIDANCE AND COUNSELING COULD BE IMPROVED. INFORMATION WAS OBTAINED THROUGH SITE VISITATIONS TO FOUR RURAL CENTERS, TWO URBAN CENTERS, THE OFFICE OF ECONOMIC OPPORTUNITY IN WASHINGTON, D.C., AND DISCUSSIONS WITH PERSONNEL FROM TWO ADDITIONAL URBAN CENTERS AND A WOMEN'S JOB CORPS CENTER. ALTHOUGH JOBCORPSMEN HAD THE SAME KINDS OF DEVELOPMENTAL NEEDS AS OTHER PEOPLE, THEY WERE GENERALLY UNABLE TO SATISFY THESE NEEDS WITHOUT CAREFUL ASSISTANCE. APPROXIMATELY 80 PERCENT OF STAFF-CORPSMEN INTERACTIONS IN THE JOB CORPS CENTERS WERE EITHER COUNSELING AND GUIDANCE OR AT LEAST POTENTIALLY GUIDANCE-ORIENTED EXPERIENCES. RESIDENT COUNSELORS WERE OVERWORKED AND UNDERPAID, AND PROCEDURES AND MATERIALS AVAILABLE FOR USE IN COUNSELING WERE INADEQUATE. RECOMMENDATIONS FOR A GUIDANCE AND COUNSELING PROGRAM INCLUDED (1) DIRECT SERVICES FOR CORPSMEN IN THE AREAS OF SELF-UNDERSTANDING, ENVIRONMENTAL INFORMATION, SOCIAL ADJUSTMENT SKILLS, PERSONAL DECISION MAKING, AND PROBLEM SOLVING, (2) AN INFORMATION SYSTEM AS THE BASIC COMPONENT OF THE PROGRAM, (3) A COMPREHENSIVE INSERVICE PROGRAM FOR COUNSELORS AND OTHER STAFF MEMBERS, AND (4) OPERATIONAL PACKAGES OF PROCEDURAL AND INSTRUCTIONAL MATERIALS TO ASSIST IN RECURRING TASKS IN THE CENTERS. (PS)

ED 015 320 VT 004 100
MEYERS, SAMUEL M.
THE UNEMPLOYED AND THE UNDEREMPLOYED, A STUDY OF APPLICANTS FOR LABORER JOBS.
BUREAU OF SOCIAL SCIENCE RESEARCH, INC., WASH., D.C.
REPORT NUMBER BSSR-385
OFFICE OF ECONOMIC OPPORTUNITY, WASHINGTON, D.C.
PUB DATE NOV 66
EDRS PRICE MF-\$9.25 HC-\$2.00 48P.

DESCRIPTORS *JOB APPLICATION, *LABORERS, *NEGROES, *UNEMPLOYED, ACADEMIC ACHIEVEMENT, EMPLOYMENT SERVICES, FAMILY BACKGROUND, INDIVIDUAL CHARACTERISTICS, INTERVIEWS, UNSKILLED WORKERS, WORK EXPERIENCE.

IN NOVEMBER 1965 THE UNITED STATES CIVIL SERVICE COMMISSION ANNOUNCED AN EXAMINATION FOR MANUAL LABORERS. THE UNITED PLANNING ORGANIZATION ATTEMPTED TO RECRUIT AND ASSIST INDIVIDUALS FROM THE DISTRICT OF COLUMBIA'S POOL OF "HARD-CORE UNEMPLOYED". A SAMPLE OF 189 OF THE 966 MALE APPLICANTS WAS INTERVIEWED BY 20 INTERVIEWERS WHO SOUGHT INFORMATION ON THE RESPONDENT'S LABOR FORCE PARTICIPATION, ATTITUDES AND MOTIVATION FOR WORK, JOB-SEEKING BEHAVIOR, FAMILY BACKGROUND, PERCEPTIONS OF IMPEDIMENTS TO WORK, EDUCATION AND TRAINING, KNOWLEDGE AND PARTICIPATION IN THE VARIOUS ANTIPOVERTY PROGRAMS, ETC. FINDINGS INCLUDED-(1) ALL WERE NEGRO MEN, (2) 50 PERCENT WERE UNDER 26 YEARS OF AGE, (3) THE MEDIAN NUMBER OF SCHOOL YEARS COMPLETED WAS 10.7 COMPARED TO 9.4 YEARS FOR THE NONWHITE DISTRICT OF COLUMBIA MALES, (4) MOST FREQUENT REASONS GIVEN FOR NOT GETTING A JOB WERE LACK OF EDUCATION AND EXPERIENCE, (5) THE GROUP COULD NOT BE CLASSIFIED AS "HARD-CORE UNEMPLOYED" BUT RATHER "UNDEREMPLOYED," (6) WHILE THE PERSONAL, EDUCATIONAL, AND FAMILY BACKGROUND WERE HIGHER THAN EXPECTED, THEY WERE SOMEWHAT BELOW THAT OF THEIR FATHERS, SUGGESTING SOME DOWNWARD SOCIAL MOBILITY, AND (7) THE GROUP HAD NOT TAKEN ADVANTAGE OF TRAINING OPPORTUNITIES PRESUMABLY AVAILABLE TO THEM THROUGH VARIOUS TRAINING PROGRAMS. (PS)

ED 015 321 VT 004 101
CHAPMAN, JANE R.
OAK GLEN, A TRAINING CAMP FOR UNEMPLOYED YOUTH.
OFFICE OF MANPOWER POLICY, EVALUATION AND RES. DOL
PUB DATE MAY 66
EDRS PRICE MF-\$9.50 HC-\$2.92 71P.

DESCRIPTORS *CAMPING, *EDUCATIONAL PROGRAMS, *OUT OF SCHOOL YOUTH, *PROGRAM EVALUATION, *UNEMPLOYED, BIBLIOGRAPHIES, CALIFORNIA, DISADVANTAGED YOUTH, DROPOUTS, FOLLOWUP STUDIES, GRADUATES, OAK GLEN YOUTH CAMP, PROGRAM DESCRIPTIONS, STUDENT CHARACTERISTICS, STUDENT IMPROVEMENT, YOUTH EMPLOYMENT, YOUTH PROGRAMS.
A TRAINING CAMP FOR UNEMPLOYED YOUTH NEAR RIVERSIDE, CALIFORNIA IS DESCRIBED IN THIS SUMMARY OF A DETAILED REPORT, "AN EVALUATION OF THE CONCEPT OF TRAINEE CAMPS FOR UNEMPLOYED YOUTH," PREPARED BY

THE STANFORD RESEARCH INSTITUTE (SRI). YOUTH BETWEEN 16 AND 21 YEARS OF AGE, NOT IN SCHOOL, AND WITH LITTLE CHANCE OF EMPLOYMENT BECAUSE OF LACK OF SKILLS, KNOWLEDGE, OR ABILITIES PARTICIPATED IN THE PROGRAM. THE OBJECTIVES OF THE SRI STUDY WERE TO DETERMINE (1) THE PROPORTION OF TRAINEES WHO FOUND EMPLOYMENT OR ENROLLED IN FURTHER TRAINING, (2) THE EXTENT TO WHICH TRAINEES WHO ENTERED THE PROGRAM BUT TERMINATED BEFORE COMPLETING MAY HAVE BENEFITED FROM THEIR EXPERIENCE, (3) FACTORS IN THE CAMP EXPERIENCES WHICH BENEFITED THE TRAINEES, AND (4) THE CHARACTERISTICS OF THE TRAINEES. DATA, CHIEFLY FROM CAMP FILES, WERE OBTAINED ON 77 CURRENT TRAINEES, 113 GRADUATES, 207 TRAINEES WHO TERMINATED PRIOR TO THE COMPLETION OF THE PROGRAM, AND 82 WHO WERE ACCEPTED BUT DID NOT ATTEND. THE RATE OF TERMINATION OF TRAINEES BEFORE GRADUATION WAS 60 PERCENT. ALMOST 70 PERCENT OF THE GRADUATES WERE EMPLOYED, COMPARED WITH APPROXIMATELY 55 PERCENT OF THE TERMINEES. FACTORS WHICH SEEMED TO BENEFIT TRAINEES WERE (1) RECEIVING PRAISE, REWARDS, AND INDIVIDUAL ATTENTION, (2) IMPROVING PHYSICAL CONDITION THROUGH TRAINING AND DIET, (3) INCREASING READING AND MATH PROFICIENCY, AND (4) IN SOME CASES, LEARNING TO WORK UNDER DISCIPLINE AND REGIMENTATION. AN ANNOTATED BIBLIOGRAPHY IS PROVIDED. COPIES OF THIS DOCUMENT ARE AVAILABLE FROM MANPOWER ADMINISTRATION, OFFICE OF MANPOWER, POLICY, EVALUATION, AND RESEARCH, U.S. DEPARTMENT OF LABOR, 14TH STREET AND CONSTITUTION AVENUE, N.W., WASHINGTON, D.C. 20210. (PS)

ED 015 322 VT 004 107

ZOBER, EDITH
THE DIVISION OF CASEWORK RESPONSIBILITY AS A METHOD OF WORKING WITH EMOTIONALLY DISTURBED CHILDREN IN FOSTER CARE. FINAL REPORT.
IOWA CHILDRENS HOME SOCIETY, DES MOINES
PUB DATE 13 FEB 67
EDRS PRICE MF-\$0.75 HC-\$5.36 132P.
DESCRIPTORS *CASEWORKER AP. PROACH, *EMOTIONALLY DISTURBED CHILDREN, *FOSTER FAMILY, *PARENT ROLE, ADJUSTMENT (TO ENVIRONMENT), CASEWORKERS, CHILD WELFARE, COMPARATIVE ANALYSIS, INDIVIDUAL CHARACTERISTICS, PEER RELATIONSHIP, PSYCHOLOGISTS, SELF EVALUATION, SOCIAL AGENCIES, STUDENT EVALUATION.

TWENTY-FOUR EMOTIONALLY DISTURBED CHILDREN BETWEEN THE AGES OF 7 AND 16 WERE DIVIDED INTO TWO GROUPS, ONE IN WHICH PARENTING AND THERAPY WERE DONE BY THE SAME WORKER AND ONE IN WHICH THE TWO FUNCTIONS WERE ASSIGNED TO SEPARATE WORKERS ON THE HYPOTHESIS THAT CHILDREN IN THE SPLIT-CASE GROUP WOULD SHOW MORE IMPROVEMENT AT THE END OF 2 YEARS THAN THOSE IN THE SINGLE-CASE GROUP. EVALUATION OF EACH CHILD COVERED SCHOOL PERFORMANCE, RELATIONS WITH PEERS, HIS OWN EVALUATION, AND THE CASEWORKER'S JUDGMENT OF THE CHILD'S ADJUSTMENT AND PSYCHOLOGICAL TEST RESULTS. MOST OF THE CHILDREN IN BOTH GROUPS IMPROVED

AFTER 2 YEARS, AND ALTHOUGH NOT PROVED, IT WAS FELT THAT PARENTAL FORCE WAS RESPONSIBLE FOR THE IMPROVEMENT IN BOTH GROUPS. THE MAJORITY OF THOSE WORKING WITH THE CHILDREN DID NOT FAVOR THE SPLIT CASE AS THE PREFERRED METHOD. THE AGENCY SHIFTED ITS FOCUS OF INTEREST FROM THE SPLIT-CASE METHOD TO AN OVERALL PHILOSOPHY OF THE AGENCY AS PARENTAL FORCE. RECOMMENDATIONS WERE THAT (1) AGENCIES CONDUCT STUDIES COMPARING PARENTAL FORCE WITH ANOTHER METHOD, (2) RESEARCH BE UNDERTAKEN TO ESTABLISH CRITERIA FOR GUIDING JUVENILE COURTS AND CHILD-CARING AGENCIES IN DECISIONS SEPARATING A CHILD FROM HIS FAMILY, FOR EFFECTING THE SEPARATION WITH A MINIMUM OF TRAUMA, AND FOR PROVIDING THE CHILD WITH A PARENTING EXPERIENCE, AND (3) THE CHILDREN IN THE PROJECT BE STUDIED FURTHER FOR MORE EFFECTIVE EVALUATION OF CHANGES. (JK)

ED 015 323 VT 004 109

JIVOFF, LEO
PRE-COLLEGE ORIENTATION OF BLIND HIGH SCHOOL GRADUATES. FINAL REPORT.
STATE UNIV. OF N.Y., SYRACUSE, UPTATE MED. CTR.
PUB DATE JUN 67
EDRS PRICE MF-\$0.25 HC-\$0.68 15P.

DESCRIPTORS *BLIND, *COLLEGE BOUND STUDENTS, *VISUALLY HANDICAPPED ORIENTATION, ADJUSTMENT (TO ENVIRONMENT), COLLEGES, EXPERIMENTAL PROGRAMS, HIGH SCHOOL GRADUATES, SCHOOL ORIENTATION.
FORTY-SEVEN LEGALLY BLIND HIGH SCHOOL GRADUATES BETWEEN 16 AND 20 YEARS OF AGE, ACCEPTED BY A COLLEGE OR UNIVERSITY, PARTICIPATED FOR 6-WEEK PERIODS IN A 3-YEAR PROJECT TO DEMONSTRATE THE VALUE OF CONFRONTING THE STUDENTS WITH AND ASSISTING THEM IN RESOLVING A REALISTIC AND BROAD GAMUT OF PERSONAL, ACADEMIC, SOCIAL, AND PSYCHOLOGICAL PROBLEMS WHICH OCCUR IN COLLEGES. THE PROGRAM PROVIDED CONTACT WITH (1) DORMITORY LIVING, (2) REGISTRATION, (3) EXTRACURRICULAR ACTIVITIES AND COUNSELING SERVICES, (4) LIBRARY, LABORATORIES, CAFETERIA, AND OTHER COMMON CAMPUS FACILITIES, AND (5) REMEDIAL SERVICES SUCH AS MOBILITY TRAINING, GROOMING, AND SOCIAL MODIFICATIONS. FINDINGS INCLUDE - (1) THE BLIND STUDENTS EVIDENCED ESSENTIALLY THE SAME PATTERN OF INTERESTS AS THEIR SIGHTED PEERS BUT RATED HIGHER ON MATURITY SCALES, (2) THEIR LACK OF PROFICIENCY IN TYPING WAS A SERIOUS PROBLEM, (3) THEY WERE EXCEPTIONALLY WEAK SPELLERS AND REQUIRED CONSIDERABLY MORE STUDY TIME THAN THE SIGHTED, (4) OVER 91 PERCENT WERE SUCCESSFUL IN REMAINING IN COLLEGE, (5) GROUP SESSIONS IN MOBILITY TRAINING AND PHYSICAL FITNESS WERE BENEFICIAL, AND (6) INTERESTED, MATURE UNDERGRADUATES WERE CAPABLE OF WORKING WITH THE BLIND STUDENTS. SIMILAR PROGRAMS FOR STUDENTS WITH OTHER DISABILITIES WERE RECOMMENDED. (JK)

ED 015 324 VT 004 111
NORGREN, PAUL H. WARNER, AARON W.
OBSCOLESCENCE AND UPDATING OF ENG-

INEERS' AND SCIENTISTS' SKILLS. FINAL REVISED REPORT.

PUB DATE NOV 66
EDRS PRICE MF-\$0.75 HC-\$6.64 164P.

DESCRIPTORS *ENGINEERS, *IMPROVEMENT, *JOB SKILLS, *SCIENTISTS, *TECHNOLOGICAL ADVANCEMENT, PROFESSIONAL TRAINING, RESEARCH NEEDS, RETRAINING, VOCATIONAL ADJUSTMENT.

THE NATURE AND APPROXIMATE DIMENSIONS OF THE TECHNICAL SKILL OBSCOLESCENCE PROBLEM WERE STUDIED AS A RESULT OF THE WIDELY ALLEGED OCCURRENCE IN RECENT YEARS OF DETERIORATION OF SKILLS AMONG PRACTICING ENGINEERS AND APPLIED SCIENTISTS RESULTING FROM THE MASSIVE EMERGENCE OF NEW SCIENTIFIC AND TECHNOLOGICAL KNOWLEDGE DURING THE PAST QUARTER CENTURY. INTERVIEWS WERE CONDUCTED WITH TECHNICAL MANAGERS, DIRECTORS OF PROFESSIONAL EMPLOYEE DEVELOPMENT, AND OTHER KNOWLEDGEABLE OFFICIALS IN 39 TECHNOLOGY-ORIENTED FIRMS AND IN TECHNICAL COLLEGES AND UNIVERSITIES, PROFESSIONAL TECHNICAL SOCIETIES, AND GOVERNMENTAL UNITS CONCERNED WITH THE OBSCOLESCENCE PROBLEM. DATA INDICATED FOUR COMPONENT SUBAREAS OF THE PROBLEM FOR WHICH EFFECTIVE REMEDIAL MEASURES ARE DIFFICULT TO FIND - (1) MOTIVATING PROFESSIONAL RESEARCH-DEVELOPMENT-DESIGN PERSONNEL WHOSE SKILLS HAVE BECOME OUTDATED, (2) DETERMINING DISPOSITION OF THE SKILL OF OBSCOLESCENT PERSONNEL WHEN REDUCTIONS IN PROFESSIONAL TECHNICAL WORK FORCE ARE NECESSARY, (3) IDENTIFYING, DEVELOPING, AND UPDATING COMPETENT PROJECT LEADERS, SYSTEMS ENGINEERS, AND OTHER KEY PRACTICING PROFESSIONALS, AND (4) ASSESSING THE KIND AND DEGREE OF UPDATING NEEDED BY TECHNICAL MANAGERS AND PROVIDING MEANS AND INCENTIVES NECESSARY TO BRING ABOUT SUCH UPDATING. DATA SUGGESTED SIMILAR SIGNIFICANT DIFFICULTIES IN TECHNOLOGY-ORIENTED INDUSTRY AT LARGE, AND CONSEQUENTLY, A NEED FOR BROADER SCOPE RESEARCH INTO THESE PROBLEMS. (HC)

ED 015 325 VT 004 128

KREBS, ALFRED H.
GUIDING PRINCIPLES FOR EVALUATION UNDER THE VOCATIONAL EDUCATION ACT OF 1963.

PUB DATE APR 65
EDRS PRICE MF-\$0.25 HC-\$0.20 3P.

DESCRIPTORS *GUIDELINES, *PROGRAM EVALUATION, *VOCATIONAL AGRICULTURE, EVALUATION NEEDS, VOCATIONAL EDUCATION ACT OF 1963.

TEACHERS, SUPERVISORS, AND ADMINISTRATORS OF VOCATIONAL AGRICULTURE PROGRAMS SHOULD DEVELOP AND IMPLEMENT A SOUND PHILOSOPHY OF CONTINUING EVALUATION AT THE LOCAL, STATE, AND NATIONAL LEVELS TO PROVIDE INFORMATION ON PROGRAM RESULTS AND KINDS OF ADJUSTMENTS NEEDED PRIOR TO THE MANDATORY NATIONAL ADVISORY COUNCIL EVALUATIONS. SIXTEEN GUIDING STATEMENTS FOR PLANNING AND CONDUCTING EVALUATION WERE FORMULATED FROM REFERENCES TO EVALUATION IN THE ACT. EXAMPLES ARE - (1) THE EFFECTIVE AND ADEQUATE EVALUATION OF VOCATIONAL AGRICULTURE WILL BE LARGELY DE-

PENDENT UPON DATA GATHERED BY VOCATIONAL AGRICULTURE TEACHERS. (2) EVALUATIONS OF VOCATIONAL AGRICULTURE WILL BE PRESENTED IN A FORM WHICH WILL DEVELOP A PUBLIC AWARENESS OF BASIC STRENGTHS OF THE PROGRAM. (3) THE MAJOR EMPHASIS WILL BE ON STUDYING THE SUCCESS WITH WHICH STUDENTS HAVE BEEN PLACED IN JOBS OR IN PROGRAMS OF CONTINUING EDUCATION. (4) EACH PART OF THE PROGRAM WILL HAVE PROCEDURES FOR CONTINUING EVALUATION, AND (5) CONTINUING EVALUATION OF VOCATIONAL AGRICULTURE PROGRAMS CAN BEST BE ACCOMPLISHED BY LOCAL CITIZEN'S ADVISORY GROUPS. IF PROGRAMS NEED TO BE CHANGED, LEADERS IN VOCATIONAL EDUCATION SHOULD BE THE FIRST TO RECOGNIZE THE NEED FOR IMPROVEMENT. THE REQUIRED NATIONAL EVALUATION REPRESENTS THAT WHICH SHOULD HAVE BEEN DONE BY VOCATIONAL AGRICULTURE PERSONNEL IN THE PAST. THIS DOCUMENT APPEARED IN "THE AGRICULTURAL EDUCATION MAGAZINE," VOLUME 37, NUMBER 10, APRIL 1965. (WB)

ED 015 326 VT 004 159
CROSSMAN, EDWARD R.F.W. AND OTHERS

EVALUATION OF CHANGES IN SKILL-PROFILE AND JOB-CONTENT DUE TO TECHNOLOGICAL CHANGE, METHODOLOGY AND PILOT RESULTS FROM THE BANKING, STEEL AND AEROSPACE INDUSTRIES. CALIFORNIA UNIV., BERKELEY
PUB DATE OCT 66
EDRS PRICE MF-\$1.25 HC-\$12.32 306P.

DESCRIPTORS *AEROSPACE INDUSTRY, *BANKING INDUSTRY, *JOB SKILLS, *STEEL INDUSTRY, *TECHNOLOGICAL ADVANCEMENT, ADMINISTRATIVE POLICY, AUTOMATION, COMPARATIVE ANALYSIS, ELECTRONIC DATA PROCESSING, EMPLOYMENT PROJECTIONS, EMPLOYMENT QUALIFICATIONS, EVALUATION TECHNIQUES, FIELD STUDIES, JOB ANALYSIS, NUMERICAL CONTROL, OCCUPATIONAL INFORMATION, PRODUCTIVITY, STATISTICAL ANALYSIS.

THE MAJOR OBJECTIVE WAS TO TEST THE HYPOTHESIS THAT THE HIGHEST LEVELS OF MECHANIZATION AND AUTOMATION GENERALLY REQUIRE LOWER LEVELS OF SKILLS THAN EARLIER PRODUCTION SYSTEMS. A SECONDARY OBJECTIVE WAS TO DEVELOP AN INSTRUMENT CAPABLE OF GIVING UNBIASED PROJECTIONS OF THE MANPOWER IMPACT OF SPECIFIC ADVANCES IN PRODUCTION TECHNOLOGY. DEPENDENT VARIABLES WERE MAN-HOUR REQUIREMENTS PER UNIT PRODUCT AND REQUIRED SKILL LEVEL RATED ON A PREVIOUSLY DEVELOPED SCALE. DATA FROM ACTUAL OBSERVATIONS OF PROCESSES, FROM COMPANY JOB ANALYSIS INSTRUMENTS, AND EMPLOYEE, COST, AND PRODUCTION RECORDS WERE COLLECTED INDEPENDENTLY FROM TWO FIRMS IN EACH INDUSTRY FOR WHICH AN OLD AND A NEW PROCESS WERE COMPARED - BANKING, STEEL ANNEALING, STEEL GALVANIZING, AND AEROSPACE METAL MACHINING. ALL PAIRS OF PROCESSES SHOWED THE EXPECTED REDUCTION IN MAN-HOUR REQUIREMENT PER UNIT, AND IN ALL CASES INSTALLATION OF THE NEW PROCESS WAS JUSTIFIED IN TERMS OF HIGHER PRODUCTIVITY. MEAN SKILL LEVELS WERE INCREASED TO A STATISTICALLY SIGNIFICANT EXTENT IN ALL CASES EXCEPT METAL MACHINING WHERE THEY WERE REDUCED SIGNIFICANTLY. HOWEVER, THE CHANGES WERE

SMALL IN ABSOLUTE TERMS. MANPOWER DEMAND INCREASES RESULTING FROM USING THE NEW PROCESSES WERE NOT BIG ENOUGH TO AFFECT THE LABOR FORCE. THEREFORE, OTHER SECTORS OF THE ECONOMY WILL HAVE TO FURNISH NEEDED EMPLOYMENT. THE APPENDIX, APPROXIMATELY 200 PAGES, CONTAINS PROCEDURES FOR CREATING THE INSTRUMENTS USED IN THE STUDY, RAW DATA, DATA ANALYSIS, AND JOB DESCRIPTIONS WITHIN THE FIVE CASES. (EM)

ED 015 327 VT 004 310
MARSHALL, F. RAY BRIGGS, VERNON M., JR.

NEGRO PARTICIPATION IN APPRENTICESHIP PROGRAMS. TEXAS UNIV., AUSTIN
PUB DATE DEC 66

EDRS PRICE MF-\$2.00 HC-\$20.20 503P.
DESCRIPTORS *APPRENTICESHIPS, *EMPLOYMENT OPPORTUNITIES, *LABOR UNIONS, *NEGRO EMPLOYMENT, COMMUNITY ACTION, DISADVANTAGED YOUTH, EDUCATIONAL DISCRIMINATION, INTERVIEWS, NEGRO YOUTH, NEGROES, RACIAL DISCRIMINATION.

APPROACHES AND METHODS WHICH HAVE SUCCEEDED IN INCREASING NEGRO PARTICIPATION IN SELECTED APPRENTICESHIP PROGRAMS WERE STUDIED IN ORDER TO RECOMMEND POLICIES WHICH WOULD MAKE IT POSSIBLE FOR NEGROES TO FURTHER INCREASE THEIR PARTICIPATION IN AND SUCCESSFUL COMPLETION OF APPRENTICESHIP PROGRAMS. INTERVIEWS IN 10 MAJOR CITIES WITH 121 OFFICIALS CONCERNED WITH NEGRO PARTICIPATION AND 127 NEGROES INVOLVED DIRECTLY IN APPRENTICESHIP PROGRAMS PROVIDED A VALUABLE UNDERSTANDING OF THE DEPTH AND SCOPE OF THE COMPLEX PROBLEM. THE LIMITED NUMBER OF NEGRO APPRENTICES IS DUE TO A COMPLEX CONSTELLATION OF FACTORS WHICH ARE DEEPLY EMBEDDED IN THE TOTAL AMERICAN SOCIETY. NEGRO YOUNGSTERS DO NOT HAVE AN EQUAL CHANCE OF LEARNING ABOUT APPRENTICESHIP TRAINING, OF BEING MOTIVATED TO TRY TO ENTER THESE PROGRAMS, OF MEETING THE QUALIFICATIONS, OF PASSING THE TESTS, OR OF SUCCESSFULLY COMPLETING THESE PROGRAMS. MANY OF THE OBJECTIVE STANDARDS OF APPRENTICE SELECTION ARE RACIALLY MOTIVATED AND IF A SUPPLY OF QUALIFIED APPLICANTS IS GENERATED AND CONTINUES TO BE BARRED FROM APPRENTICE PROGRAMS, PUBLIC POLICY MIGHT HAVE TO DEVOTE MORE ATTENTION TO THE QUALIFICATIONS AND TESTING PROCEDURES USED TO SELECT TRAINEES. TWO OF THE MOST IMPORTANT POLICIES NEEDED TO INCREASE NEGRO PARTICIPATION ARE MEASURES THAT WOULD IMPROVE THE QUALITY OF EDUCATION AVAILABLE TO DISADVANTAGED YOUTH AND POLICIES TO MAINTAIN FULL EMPLOYMENT AND ECONOMIC GROWTH. THE MUNICIPAL, FEDERAL, CIVIL RIGHTS, INDUSTRY, UNION, AND STATE OFFICIALS ALL HAVE IMPORTANT ROLES TO PLAY IN INCREASING THE NUMBER OF NEGRO APPRENTICES. (HC)

ED 015 328 VT 004 314
PALLONE, NATHANIEL J.
NO LONGER SUPERFLUOUS, THE EDUCATIONAL REHABILITATION OF THE HARD-CORE UNEMPLOYED. FINAL REPORT. SOUTH BEND COMMUNITY SCHOOL CORP., IND.

PUB DATE JUN 65
EDRS PRICE MF-\$0.50 HC-\$2.72 66P.

DESCRIPTORS *ADULT BASIC EDUCATION, *EDUCATIONALLY DISADVANTAGED, *PREVOCATIONAL EDUCATION, *REMEDIAL INSTRUCTION, *UNEMPLOYED, ACADEMIC ACHIEVEMENT, CHANGING ATTITUDES, COMPARATIVE TESTING, EDUCATIONAL BACKGROUND, EDUCATIONAL RETARDATION, EMPLOYMENT EXPERIENCE, INDIVIDUAL CHARACTERISTICS, INSTRUCTIONAL MATERIALS, PROJECT EDREHAB, RACIAL CHARACTERISTICS, SEX (CHARACTERISTICS), SOCIAL CHARACTERISTICS.

THE SOUTH BEND PROJECT ON THE EDUCATIONAL REHABILITATION OF THE HARD-CORE UNEMPLOYED WAS DESIGNED TO PROVIDE TRAINING IN BASIC EDUCATIONAL SKILLS FOR 100 HARD-CORE UNEMPLOYED AND ASSIST THEM IN DEVELOPING FAVORABLE WORK ATTITUDES TO EQUIP THEM FOR VOCATIONAL TRAINING, DETERMINE THE EDUCATIONAL AND VOCATIONAL CHARACTERISTICS OF THE GROUP, AND TO EXPLORE INSTRUCTIONAL TECHNIQUES AND CURRICULAR PROVISIONS. OF THE 160 ELIGIBLE FOR ENROLLMENT, 108 ENROLLED IN THE PROJECT, THOUGH 14 TERMINATED, USUALLY TO ACCEPT EMPLOYMENT, IN THE FIRST WEEKS. THE PROGRAM CONSISTED OF TRAINING IN LANGUAGE ARTS AND ARITHMETIC AND GROUP GUIDANCE ACTIVITIES. AT THE END OF 20 WEEKS, THE TRAINEES WERE TESTED AND ON THE BASIS OF RESULTS ENTERED VOCATIONAL TRAINING OR CONTINUED TRAINING FOR ANOTHER 16 WEEKS. SOME FINDINGS WERE - (1) A LARGE MAJORITY OF HARD-CORE UNEMPLOYED WERE EDUCATIONALLY RATHER THAN MENTALLY RETARDED, (2) IT IS HIGHLY LIKELY THAT SUCH INSTRUMENTS AS THE CALIFORNIA TEST OF MENTAL MATURITY AND THE G SCORE (LEARNING ABILITY) OF THE GENERAL APTITUDE TEST BATTERY ARE INADEQUATE TO MEASURE THE LEARNING ABILITY OF THE HARD-CORE UNEMPLOYED, (3) SEX DIFFERENCES SEEMED MORE PROFOUND THAN RACE DIFFERENCES IN THE UNDERLYING SOCIAL-PSYCHOLOGICAL-EDUCATIONAL-ECONOMIC DYNAMICS, (4) THE UNDEREDUCATED HARD-CORE UNEMPLOYED COMPENSATED FOR EDUCATIONAL DEFICIENCY OF FROM 1 TO 3 YEARS IN A 20-WEEK PERIOD, AND (5) THE INSTRUCTIONAL EXPERIENCES WERE ASSOCIATED WITH INCREASES IN BOTH EDUCATIONAL APTITUDES AND INVENTORIED MENTAL ABILITY AND WITH CHANGES IN SOCIAL BEHAVIOR TRAITS IN MORE MATURE, MORE SOCIALIZED DIRECTIONS. (MM)

ED 015 329 VT 004 319
PEJOVICH, SVETOZAR SULLIVAN, WILLIAM

THE ROLE OF TECHNICAL SCHOOLS IN IMPROVING THE SKILLS AND EARNING CAPACITY OF RURAL MANPOWER, A CASE STUDY. FINAL REPORT. SAINT MARY'S COLL., WINONA, MINN.
PUB DATE SEP 66

EDRS PRICE MF-\$0.25 HC-\$1.04 24P.
DESCRIPTORS *COMMUNITY BENEFITS, *EDUCATIONAL BENEFITS, *PROGRAM COSTS, *STUDENT COSTS, *VOCATIONAL SCHOOLS, EMPLOYMENT POTENTIAL, HEALTH OCCUPATIONS EDUCATION, MANPOWER DEVELOPMENT, MDTA PROGRAMS, MINNESOTA, OFFICE OCCUPATIONS EDUCATION, PILOT PROJECTS, PROGRAM EVALUATION, RURAL SCHOOLS, STATISTICAL ANALYSIS, TRADE AND IN-

DUSTRIAL EDUCATION, WINONA AREA TECHNICAL SCHOOL.

AN EFFORT WAS MADE TO ESTABLISH A BASIS FOR EVALUATING THE PRIVATE AND SOCIAL COSTS AND RETURNS ACCRUING FROM INVESTMENT IN RURAL TECHNICAL SCHOOLS. A SERIES OF STATISTICAL FORMULAS WAS DEVELOPED AND TESTED ON QUESTIONNAIRE DATA SUPPLIED BY 359 GRADUATES AND TRAINEES OF THE WINONA AREA TECHNICAL SCHOOL IN MINNESOTA. THE NINE PROGRAM AREAS OF MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA) INSTRUCTION WERE AUTO MECHANICS, AUTO BODY REPAIR, INDUSTRIAL ELECTRONICS, HIGHWAY TECHNICIAN, MACHINE TOOL AND DIE MAKING, WELDING, GENERAL OFFICE CLERK, PRACTICAL NURSING, AND STENOGRAPHY. SYSTEMATIC DOWNWARD BIAS WAS INTRODUCED INTO EACH VARIABLE IN ORDER TO KEEP FORMULAS CONSERVATIVE. PRIVATE COST INCLUDED STUDENT DIRECT AND INDIRECT COSTS. ANNUAL PRIVATE RETURN WAS CALCULATED UPON THE BASIS OF PRE- AND POST-TRAINING ANNUAL INCOMES. SOCIAL COSTS WERE BASED UPON EDUCATIONAL EXPENDITURES, CAPITAL SPENT, AND MDTA SUBSIDIES TO STUDENTS. SOCIAL RETURNS WERE BASED UPON GROSS EARNING DIFFERENTIALS. FINDINGS LED TO THE CONCLUSION THAT THERE WERE WIDE VARIATIONS IN PRIVATE GAINS. THE ZERO-OR-LESS GAINS WERE OFFSET BY THE INTANGIBLE SATISFACTION EXPRESSED BY TRAINEES. MEDIAN PRIVATE GAIN RATES WERE HIGHER OR EQUAL TO AVERAGE RATES EXPECTED OF OTHER INVESTMENTS. MEDIAN SOCIAL GAIN RATES WERE LOWER THAN OTHER SOCIAL INVESTMENTS. ABOUT 80 PERCENT OF THE GRADUATES WERE REMAINING IN THEIR COMMUNITIES. (JM)

ED 015 330 VT 004 325

HUQ, A.M. AND OTHERS

AN INTENSIVE INVESTIGATION OF THE PROBLEMS ASSOCIATED WITH YOUNG MEN WHO ARE MENTALLY UNQUALIFIED FOR MILITARY SERVICE. FINAL REPORT. RESEARCH TRIANGLE INST., DURHAM, N.C.

REPORT NUMBER SU-225

PUB DATE 31 MAY 67

EDRS PRICE MF-\$0.75 HC-\$6.96 172P.

DESCRIPTORS *EMPLOYMENT POTENTIAL, *MENTALLY HANDICAPPED, *MILITARY SERVICE, *VOCATIONAL ADJUSTMENT, *YOUTH, *APTITUDE, *ECONOMIC STATUS, *EDUCATIONAL BACKGROUND, *EMOTIONAL MALADJUSTMENT, *EMPLOYMENT EXPERIENCE, *EMPLOYMENT PROBLEMS, *FAMILY BACKGROUND, *INDIVIDUAL CHARACTERISTICS, *INTELLIGENCE, *LITERACY, *MALES, *MOTIVATION, *PILOT PROJECTS, *QUESTIONNAIRES, *TEST RESULTS.

THE VOCATIONAL POTENTIALS, PROBLEMS OF VOCATIONAL ADJUSTMENT, AND SPECIAL NEEDS FOR ASSISTANCE OF 82 URBAN AND 21 RURAL REJECTEEES WERE STUDIED, AND RECOMMENDATIONS ON THE METHODOLOGY FOR A NATIONAL STUDY WERE MADE. INFORMATION ON INTELLIGENCE, VOCATIONAL APTITUDES, CURRENT EMPLOYMENT AND VOCATIONAL STATUS, LITERACY AND EDUCATIONAL ATTAINMENT, ATTITUDES AND MOTIVATION FOR TRAINING OR WORK, PSYCHOLOGICAL AND PHYSICAL HEALTH, AND SOCIOECONOMIC SITUATION THROUGH THE USE OF THE WECHSLER ADULT INTELLIGENCE SCALE, THE GENERAL APTITUDE TEST

BATTERY, THE RORSCHACH TEST, AND A COMPREHENSIVE INTERVIEW BY A PSYCHIATRIC SOCIAL WORKER WAS ELICITED. ALMOST ALL OF THE REJECTEEES HAD THE POTENTIAL TO PERFORM USEFUL WORK BUT HAD EXPERIENCED GREAT IRREGULARITY OF EMPLOYMENT. THERE WAS SERIOUS NEED FOR REMEDIAL EDUCATION IN BASIC LANGUAGE AND NUMBER SKILLS, AND FOR HELP IN SOLVING PSYCHOLOGICAL PROBLEMS, AND DEVELOPING BETTER WORK HABITS. THESE EFFORTS NEEDED TO BE COMPLEMENTED BY BETTER EMPLOYMENT OPPORTUNITIES. IT WAS RECOMMENDED THAT (1) A NATIONAL SURVEY GIVE SPECIAL ATTENTION TO SAMPLING PROBLEMS AND TO DEVELOPING OR TESTING NEW SOURCES OF INFORMATION ON CERTAIN REJECTEE CHARACTERISTICS, AND (2) AN EXPERIMENT BE UNDERTAKEN TO TEST THE EFFECTS OF SPECIFIC PROGRAM FEATURES ON FACTORS IN THE PROBLEM AREAS IDENTIFIED BY THE PILOT STUDY SUCH AS INSUFFICIENT MOTIVATION, INADEQUATE WORK HABITS, LOW EDUCATIONAL ACHIEVEMENT, AND PSYCHOLOGICAL MALADJUSTMENT. THE APPENDIX INCLUDES THE INTERVIEW INSTRUMENT AND STATISTICAL DATA. (JK)

ED 015 331 VT 004 326

SEEFER, RICHARD G. FORTUNE, ALEXANDER A.

UNUSED MANPOWER, THE NATION'S LOSS. OFFICE OF MANPOWER POLICY, EVALUATION AND RES. (DOL)

REPORT NUMBER MANPOWER RESEARCH BULL-10

PUB DATE SEP 66

EDRS PRICE MF-\$0.25 HC-\$1.28 30P.

DESCRIPTORS *EMPLOYMENT TRENDS, *LABOR FORCE, *NONPARTICIPANTS, *MANPOWER UTILIZATION, *UNEMPLOYED, *ACADEMIC ACHIEVEMENT, *ADULTS, *AGE, *EMPLOYMENT STATISTICS, *LABOR FORCE, *MALES, *MANPOWER DEVELOPMENT, *MDTA PROGRAMS, *MIDDLE AGED, *RACIAL CHARACTERISTICS.

DESPITE RECORD PEAKS IN EMPLOYMENT AND PRODUCTION, THE ECONOMY IS FAILING TO UTILIZE FULLY THE POTENTIAL OF ITS MANPOWER RESOURCES AS COMPARED TO THE 1950'S. IN 1965, THE EMPLOYMENT OF MEN BETWEEN THE AGES OF 25 AND 64 WOULD HAVE BEEN ABOUT 725,000 HIGHER IF THEY HAD WORKED AT THE RATE WHICH EXISTED FOR WHITE MEN IN 1951-53. THE GAP BETWEEN THE ACTUAL AND POTENTIAL EMPLOYMENT REPRESENTED A LOSS OF ALMOST \$7 BILLION IN GROSS NATIONAL PRODUCT. TWO-THIRDS OF THE EMPLOYMENT GAP, 484,000, WERE CAUSED BY A HIGHER PROPORTION OF MEN OUTSIDE THE LABOR FORCE. THE REST, 238,000, REFLECTED HIGHER UNEMPLOYMENT. THE DECLINE IN THE UTILIZATION OF NONWHITE MANPOWER PERVADED ALL AGE GROUPS. OLDER MEN BETWEEN THE AGES OF 55 AND 64 ACCOUNTED FOR TWO-FIFTHS OF THE EMPLOYMENT GAP. EDUCATIONAL DIFFERENCES ARE ONE OF THE FACTORS OF MANPOWER UTILIZATION. POORLY EDUCATED WORKERS WILL HAVE GREATER DIFFICULTY IN FINDING WORK AND ADAPTING TO CHANGE AS LABOR FORCE EDUCATIONAL LEVELS RISE AND TECHNOLOGY REACHES NEW LEVELS OF COMPLEXITY. AN EXPANDING ECONOMY GENERATING EMPLOYMENT OPPORTUNITIES IS NOT ADEQUATE TO SOLVE THE PROBLEMS. ACTION IS NEEDED TO ATTRACT THOSE WHO ARE NOT CURRENTLY IN THE LABOR FORCE. FURTHER USE OF MAN-

POWER DEVELOPMENT AND TRAINING ACT PROGRAMS COULD RESTORE OLD AND DISABLED WORKERS TO THE PRODUCTIVE ROLE. DISCRIMINATION MUST BE ELIMINATED. BECAUSE SOME FACTORS IN UNEMPLOYMENT ARE STILL UNKNOWN, POLICY APPROACHES MUST BE FLEXIBLE AND RESPONSIVE TO NEW INFORMATION RELATING TO INDIVIDUAL NEEDS AND CAUSES OF LABOR FORCE BEHAVIORS. (FP)

ED 015 332 VT 004 327

HUSON, CAROLYN F. SCHILTZ, MICHAEL E.

COLLEGE, COLOR, AND EMPLOYMENT-RACIAL DIFFERENTIALS IN POSTGRADUATE EMPLOYMENT AMONG 1964 GRADUATES OF LOUISIANA COLLEGES.

CHICAGO UNIV., ILL., NATIONAL OPINION RESEARCH CTR

REPORT NUMBER REPORT-116

PUB DATE JUL 66

EDRS PRICE MF-\$0.75 HC-\$6.16 152P.

DESCRIPTORS *COLLEGE GRADUATES, *EMPLOYMENT EXPERIENCE, *NEGRO EMPLOYMENT, *NEGRO TEACHERS, *RACIAL DIFFERENCES, *CAUCASIANS, *COMPARATIVE ANALYSIS, *EDUCATIONAL BACKGROUND, *FAMILY BACKGROUND, *FINANCIAL SUPPORT, *GRADUATE STUDY, *GRADUATE SURVEYS, *INDIVIDUAL CHARACTERISTICS, *LOUISIANA, *NEGRO EDUCATION, *NEGRO INSTITUTIONS, *NEGROES, *OCCUPATIONAL MOBILITY, *RACIAL DISCRIMINATION, *SALARIES, *SEX (CHARACTERISTICS).

NEGRO-WHITE EMPLOYMENT DIFFERENTIALS AMONG 1964 COLLEGE GRADUATES IN LOUISIANA WERE DETERMINED BY A QUESTIONNAIRE SURVEY OF FOUR PREDOMINANTLY NEGRO AND THREE PREDOMINANTLY WHITE INSTITUTIONS. THE STUDY GIVES AN OVERALL IMPRESSION OF THE SHARP EMPLOYMENT DIFFERENCES BETWEEN NEGROES AND WHITES 15 MONTHS AFTER GRADUATION. NEGROES OF BOTH SEXES WERE MORE LIKELY TO BE UNEMPLOYED, THEY CHANGED JOBS OFTENER, AND THEY WERE LESS LIKELY TO BE EMPLOYED FULL-TIME. NEGROES BEGAN AT LOWER SALARIES. MALE WHITES WERE THREE TIMES AS LIKELY TO HAVE STARTED TEACHING WITH A SALARY OVER \$4,000 AND TWICE AS LIKELY TO HAVE GONE OVER \$4,000 DURING THE FIRST 15 MONTHS OF EMPLOYMENT. ALTHOUGH NEGRO GRADUATES DID NOT GET JOBS INVOLVING THE SAME WORK AT PAY LEVELS COMPARABLE TO THOSE OF WHITES, THEY HAD NO SPECIAL DIFFICULTY IN OBTAINING JOBS. THE MAJORITY GOT AND HELD JOBS IN ENVIRONMENTS WHICH WERE SUBSTANTIALLY OR TOTALLY NEGRO. NEGRO GRADUATES, OF EITHER SEX, WERE FAR LESS LIKELY THAN WHITES TO GO TO GRADUATE SCHOOL OR ATTEND GRADUATE SCHOOL FULLTIME, ALTHOUGH THEY WERE CONSIDERABLY MORE LIKELY TO INDICATE A DESIRE FOR GRADUATE TRAINING. OVER HALF OF ALL MALE NEGRO RESPONDENTS ENTERED TEACHING, AND THIS GROUP EXHIBITED, TO A GREATER DEGREE THAN ANY OTHER GROUP, ALL OF THE DISADVANTAGES IDENTIFIED IN THE STUDY. TO THE EXTENT THAT THESE DATA REPRESENT SOUTHERN SCHOOL SYSTEMS, THERE IS LITTLE REASON TO EXPECT THAT THE GRADUATES OF PREDOMINANTLY NEGRO COLLEGES WILL BE ABLE TO BRIDGE THE RACIAL GAP IN ECONOMIC OPPORTUNITY. (FP)

ED 015 333 VT 004 329
OVERS, ROBERT P. DEUTSCH, ELIZABETH C.
SOCIOLOGICAL STUDIES OF OCCUPATIONS, A BIBLIOGRAPHY.
MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C.
PUB DATE OCT 65

EDRS PRICE MF-\$0.50 HC-\$3.72 91P.
DESCRIPTORS *BIBLIOGRAPHIES, *OCCUPATIONAL INFORMATION, *OCCUPATIONS, *SOCIOLOGY,

INFORMATION ABOUT OCCUPATIONS FROM A PERSONAL AND SOCIAL VIEWPOINT IS CONTAINED IN THE 777 CITATIONS FROM PERIODICALS, BOOKS, AND GRADUATE THESES, PUBLISHED BETWEEN 1896 AND 1965. REFERENCES ARE ARRANGED BY OCCUPATIONAL GROUPS - (1) PROFESSIONAL AND MANAGERIAL, (2) MANAGERIAL AND OFFICIAL, (3) CLERICAL AND SALES, (4) SERVICE, (5) AGRICULTURAL, FISHERY, AND FORESTRY, (6) SKILLED, SEMI-SKILLED, AND UNSKILLED, AND (7) UNCLASSIFIED. THE ENTRIES ARE CLASSIFIED WITHIN EACH OF THE OCCUPATIONAL GROUPS BY "DICTIONARY OF OCCUPATIONAL TITLES" CODE NUMBERS AND TITLES. ITEMS WHICH HAVE BEEN ABSTRACTED FOR THE LIBRARY OF CONGRESS' DOCUMENTS EXPEDITING SERVICE ARE MARKED AND A LIST OF LIBRARIES SUBSCRIBING TO THIS SERVICE IS INCLUDED. (EM)

ED 015 334 VT 004 330
STEIN, BRUNO CHO-KIN, LEUNG
LOCAL MANPOWER DATA PROGRAMS, AN ANALYSIS.

PUB DATE 01 AUG 66
EDRS PRICE MF-\$0.75 HC-\$6.24 154P.

DESCRIPTORS *LITERATURE REVIEWS, *MANPOWER DEVELOPMENT, *MANPOWER UTILIZATION, *OCCUPATIONAL SURVEYS, BIBLIOGRAPHIES, ECONOMIC DEVELOPMENT, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT PROJECTIONS, LABOR FORCE, RESEARCH PROBLEMS, TECHNOLOGICAL ADVANCEMENT, UNEMPLOYMENT, WAGES,

THE PURPOSE OF THIS STUDY WAS TO EXAMINE THE PROFUSION OF LOCAL AND REGIONAL MANPOWER STUDIES SO COMMUNITIES SEEKING TO UNDERTAKE MANPOWER STUDIES COULD LEARN FROM THE EXPERIENCE OF OTHERS. OVER 300 MANPOWER STUDIES WERE EXAMINED AND CLASSIFIED AS - (1) MANPOWER REQUIREMENT SURVEYS, (2) POTENTIAL LABOR FORCE SURVEYS, (3) WAGE SURVEYS, (4) TECHNOLOGICAL AND STRUCTURAL CHANGE IMPACT STUDIES, (5) STUDIES OF LONG TERM UNEMPLOYED, (6) ECONOMIC BASE REPORTS, (7) STATE AND OVERALL ECONOMIC DEVELOPMENT PLANS, AND (8) MISCELLANEOUS STUDIES. SOME CONCLUSIONS WERE - (1) DEMAND ESTIMATES FROM SAMPLED EMPLOYERS ARE DIFFICULT UNLESS SAMPLES ARE WELL CONSTRUCTED AND COOPERATION WITH DATA SOURCES IS ACHIEVED, (2) HOUSEHOLD SURVEYS APPEAR TO BE THE MOST USEFUL TOOL TO USE FOR LABOR SUPPLY INFORMATION, (3) TREATMENT OF MOBILITY TENDS TO BE NAIVE, (4) WAGE DATA ARE EASILY OBTAINED ONCE THE DIFFICULTIES OF COSTING FRINGE BENEFITS ARE OVERCOME, AND (5) SAMPLES OF TECHNOLOGICAL CHANGE STUDIES WERE POOR. A BIBLIOGRAPHY LISTS ALL OF THE STUDIES REVIEWED AND DISCUSSED. (EM)

ED 015 335 VT 004 439
ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, WINTER 1967.
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE 67
EDRS PRICE MF-\$0.75 HC-\$7.28 180P.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *EDUCATIONAL RESEARCH, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, CLEARINGHOUSES, INDEXES (LOCATORS), INFORMATION DISSEMINATION, RESOURCE MATERIALS.

THIS QUARTERLY PUBLICATION ANNOUNCES THE AVAILABILITY OF DOCUMENTS ACQUIRED AND PROCESSED BY THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) CLEARINGHOUSE ON VOCATIONAL AND TECHNICAL EDUCATION. IT CONTAINS ABSTRACTS OF RESEARCH AND OTHER MATERIALS WHICH ARE USEFUL TO RESEARCHERS, SUPERVISORS, TEACHER EDUCATORS, EDUCATION SPECIALISTS, ADMINISTRATORS, TEACHERS, AND OTHERS WHO HAVE AN INTEREST IN VOCATIONAL AND TECHNICAL EDUCATION. THE ABSTRACTS ARE ORGANIZED BY TOPICAL GROUPINGS - (1) ADMINISTRATION AND SUPERVISION, (2) CURRICULUM, (3) EMPLOYMENT AND OCCUPATIONS, (4) EVALUATION AND MEASUREMENTS, (5) FACILITIES AND EQUIPMENT, (6) INDIVIDUALS WITH SPECIAL NEEDS, (7) INNOVATIVE CONCEPTS AND EXPERIMENTAL PROGRAMS, (8) INSTRUCTIONAL DEVICES AND MATERIALS, (9) PHILOSOPHY AND OBJECTIVES, (10) RESEARCH DESIGN AND RESEARCH DEVELOPMENT, (11) STUDENT PERSONNEL SERVICE, (12) STUDENTS, (13) TEACHER EDUCATION, (14) TEACHING AND LEARNING, (15) TEACHERS, AND (16) OTHER RESOURCES. INDEXES PROVIDE AN APPROACH TO THE ABSTRACTS BY (1) PERSONAL AND INSTITUTIONAL AUTHORS, (2) DOCUMENT ACCESSION NUMBER WITH A TABLE SHOWING ED NUMBERS FOR DOCUMENTS AVAILABLE THROUGH THE ERIC DOCUMENT REPRODUCTION SERVICE, (3) VOCATIONAL AND SUPPORTING SERVICES, AND (4) SUBJECTS. THE PUBLICATION DATES OF THE MATERIALS ARE FROM 1962 TO 1967. ALL OF THE 100 DOCUMENTS LISTED ARE AVAILABLE AS A SEPARATE MICROFICHE SET FROM THE ERIC DOCUMENT REPRODUCTION SERVICE (VT 004 452). THIS DOCUMENT IS AVAILABLE FOR \$2.75 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (HC)

ED 015 336 VT 004 440
ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, WINTER 1967.
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE 67
EDRS PRICE MF-\$0.75 HC-\$7.38 195P.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *INSTRUCTIONAL MATERIALS, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, AGRICULTURAL EDUCATION, BUSINESS EDUCATION, CLEARINGHOUSES, DISTRIBUTIVE EDUCATION, HEALTH OCCUPATIONS EDUCATION, HOME ECONOMICS EDUCATION, INDEXES (LOCATORS), INDUSTRIAL ARTS, TRADE AND INDUSTRIAL EDUCATION,

THIS QUARTERLY PUBLICATION ANNOUNCES THE AVAILABILITY OF INS-

TRUCTIONAL MATERIALS ACQUIRED AND PROCESSED BY THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) CLEARINGHOUSE ON VOCATIONAL AND TECHNICAL EDUCATION. IT SHOULD BE OF PARTICULAR INTEREST TO TEACHERS, CURRICULUM SPECIALISTS, SUPERVISORS, AND ADMINISTRATORS INVOLVED IN CURRICULUM DEVELOPMENT OR THE USE OF INSTRUCTIONAL MATERIALS IN THE TEACHING-LEARNING SETTING. EACH ABSTRACT, A CONDENSATION OF THE REPORT IN ABOUT 200 WORDS, USUALLY INCLUDES THE MEANS USED TO DEVELOP THE MATERIAL, THE SETTING FOR USE OF THE MATERIAL, AND SOURCE OF AVAILABLE COPIES. ABSTRACTS ARE INCLUDED UNDER THE FOLLOWING SECTIONS - AGRICULTURAL, BUSINESS AND OFFICE, DISTRIBUTIVE, HEALTH OCCUPATIONS, HOME ECONOMICS, INDUSTRIAL ARTS, TRADE AND INDUSTRIAL, GENERAL VOCATIONAL AND TECHNICAL EDUCATION, AND OTHER RESOURCES. AN AUTHOR INDEX, DOCUMENT NUMBER INDEX, AND SUBJECT INDEXES ARE PROVIDED. OF THE 126 DOCUMENTS LISTED, 103 ARE AVAILABLE AS A SEPARATE MICROFICHE SET FROM THE ERIC DOCUMENT REPRODUCTION SERVICE (VT 004 453). OTHERS ARE AVAILABLE FROM THE SOURCE IDENTIFIED IN THE ABSTRACT. THIS DOCUMENT IS AVAILABLE FOR \$2.75 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. THE ANNUAL SUBSCRIPTION RATE IS \$9.00. (EL)

ED 015 337 VT 004 441
ABSTRACTS OF STUDIES IN AGRICULTURAL EDUCATION, CENTRAL REGION, FOR THE YEARS 1963-64.
MINNESOTA UNIV., ST. PAUL
PUB DATE NOV 65

EDRS PRICE MF-\$0.50 HC-\$3.08 75P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *DOCTORAL THESES, *EDUCATIONAL RESEARCH, *MASTERS THESES, CENTRAL STATES,

SIXTY-FOUR DOCTORAL DISSERTATIONS, STAFF STUDIES, AND MASTERS' THESES IN AGRICULTURAL EDUCATION ARE REPORTED IN THE FOLLOWING AREAS - (1) COMMUNITY COLLEGES AND TECHNICAL SCHOOLS, (2) CURRICULUM STUDIES, (3) EDUCATIONAL ASPIRATIONS, EXPECTATIONS, AND GUIDANCE, (4) EDUCATIONAL MEDIA AND MATERIALS, (5) EVALUATION STUDIES, (6) EXTENSION STUDIES, (7) FARM MECHANICS STUDIES, (8) FARMING OPPORTUNITIES STUDIES, (9) FOLLOWUP OCCUPATIONAL STUDIES, (10) INTERNATIONAL AGRICULTURAL EDUCATION, (11) MANAGEMENT INSTRUCTION, (12) MISCELLANEOUS STUDIES, (13) TEACHER EDUCATION IN AGRICULTURE, AND (14) TECHNICIAN TRAINING AND AGRICULTURALLY RELATED OCCUPATIONS. THE PURPOSE, METHODS, AND FINDINGS OF EACH STUDY ARE SUMMARIZED. THE STUDIES ARE ARRANGED ALPHABETICALLY BY AUTHOR WITHIN EACH SUBJECT AREA. A TABLE OF CONTENTS IS INCLUDED. (JM)

ED 015 338 VT 004 442
WARMBROD, J. ROBERT
SUMMARIES OF STUDIES IN AGRICUL-

TURAL EDUCATION, CENTRAL REGION, 1964-1966.

ILLINOIS UNIV., URBANA, COLL. OF EDUCATION

PUB DATE JUL 67

EDRS PRICE MF-\$0.50 HC-\$3.36 82P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *DOCTORAL THESES, *EDUCATIONAL RESEARCH, *MASTERS THESES, CENTRAL STATES.

NINETY-NINE DOCTORAL DISSERTATIONS, STAFF STUDIES, AND MASTERS' THESES IN AGRICULTURAL EDUCATION ARE REPORTED IN THE FOLLOWING AREAS - (1) ADMINISTRATION AND SUPERVISION, (2) AGRICULTURAL EDUCATION IN OTHER COUNTRIES, (3) CURRICULUM DEVELOPMENT, (4) EDUCATIONAL PROGRAMS, (5) EVALUATION, (6) GUIDANCE AND COUNSELING, (7) INSTRUCTIONAL MATERIALS, (8) LEARNING PROCESSES AND TEACHING METHODS, (9) MANPOWER NEEDS AND EMPLOYMENT OPPORTUNITIES, AND (10) TEACHER EDUCATION. THE PURPOSE, METHOD, AND FINDINGS OF EACH STUDY ARE SUMMARIZED. THE STUDIES ARE ARRANGED ALPHABETICALLY BY AUTHOR AND A SUBJECT INDEX IS INCLUDED. (JM)

ED 015 339

VT 004 443

MCCOMAS, J.D.

SUMMARIES OF RESEARCH STUDIES IN AGRICULTURAL EDUCATION FOR THE PACIFIC REGION, 1965.

PUB DATE NOV 65

EDRS PRICE MF-\$0.25 HC-\$1.92 46P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *DOCTORAL THESES, *EDUCATIONAL RESEARCH, *MASTERS THESES, PACIFIC STATES.

TWENTY DOCTORAL DISSERTATIONS, STAFF STUDIES, AND MASTERS' THESES IN AGRICULTURAL EDUCATION ARE REPORTED IN THE FOLLOWING AREAS - AGRICULTURAL COLLEGES, CIVIL DEFENSE, COMMUNITY COLLEGES, CURRICULUM, EDUCATIONAL TELEVISION, DROPOUTS, EXTENSION EDUCATION, EDUCATIONAL PROGRAMS IN FOREIGN COUNTRIES, JUNIOR COLLEGES, LAND LABORATORIES, OCCUPATIONAL FOLLOWUP, OFF-FARM AGRICULTURAL OCCUPATIONS, PERSONNEL RECRUITMENT, PROGRAM PLANNING, TECHNICAL EDUCATION, AND YOUTH CLUBS. THE STUDIES ARE GROUPED BY STATES. THE PURPOSE, METHODS, AND FINDINGS OF EACH STUDY ARE SUMMARIZED. (JM)

ED 015 340

VT 004 444

LOREEN, C.O.

ABSTRACTS OF RESEARCH STUDIES IN AGRICULTURAL EDUCATION COMPLETED IN 1965-66 IN THE PACIFIC REGION.

PUB DATE DEC 66

EDRS PRICE MF-\$0.25 HC-\$1.24 29P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *EDUCATIONAL RESEARCH, *MASTERS THESES, PACIFIC STATES.

THIRTY STAFF STUDIES AND MASTERS' THESES IN AGRICULTURAL EDUCATION ARE REPORTED IN THE FOLLOWING AREAS - AGRICULTURAL MACHINERY, CURRICULUM, EDUCATIONAL NEEDS, FARM LABORERS, GRADUATE FOLLOWUP, INTERNATIONAL EDUCATION, OCCUPATIONAL ASPIRATIONS, PROGRAM

EVALUATION, AND STUDENT ACTIVITIES. THE PURPOSE, METHOD, AND FINDINGS OF EACH STUDY ARE SUMMARIZED. THE STUDIES ARE ARRANGED ALPHABETICALLY BY AUTHOR. (JM)

ED 015 341

VT 004 445

LOREEN, C.O.

ABSTRACTS OF RESEARCH STUDIES IN AGRICULTURAL EDUCATION COMPLETED IN 1966-67 IN THE PACIFIC REGION.

PUB DATE DEC 67

EDRS PRICE MF-\$0.25 HC-\$1.80 43P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *EDUCATIONAL RESEARCH, *MASTERS THESES, PACIFIC STATES.

THIRTY-FIVE STAFF STUDIES AND MASTERS' THESES IN AGRICULTURAL EDUCATION ARE REPORTED IN THE FOLLOWING AREAS - ACADEMIC ACHIEVEMENT, ADMINISTRATOR ATTITUDES, ADVISORY COMMITTEES, AGRICULTURAL MACHINERY, ANIMAL SCIENCE, AREA VOCATIONAL SCHOOLS, CAREER CHOICE, CURRICULUM, EDUCATIONAL NEEDS, EDUCATIONAL OBJECTIVES, EMPLOYMENT OPPORTUNITIES, GRADUATE FOLLOWUP, INTERNATIONAL EDUCATION, PRINCIPLES APPROACH, PROGRAM PLANNING, PUBLIC RELATIONS, STUDENT SELECTION, TEACHER-ADMINISTRATOR RELATIONSHIPS, AND VOCATIONAL AGRICULTURE TEACHERS. THE PURPOSE, METHOD, AND FINDINGS OF EACH STUDY ARE SUMMARIZED. THE STUDIES ARE ARRANGED ALPHABETICALLY BY AUTHOR WITHIN EACH STATE. (JM)

ED 015 342

VT 004 446

BAKER, RICHARD A.

ABSTRACTS OF RESEARCH STUDIES IN AGRICULTURAL EDUCATION, SOUTHERN REGION, 1965-66.

AUBURN UNIV., ALA.

PUB DATE 66

EDRS PRICE MF-\$0.25 HC-\$1.48 35P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *DOCTORAL THESES, *EDUCATIONAL RESEARCH, *MASTERS THESES, SOUTHERN STATES.

THIRTY-ONE DOCTORAL DISSERTATIONS, STAFF STUDIES, AND MASTERS' THESES IN AGRICULTURAL EDUCATION ARE REPORTED IN THE FOLLOWING AREAS - ACADEMIC ACHIEVEMENT, ADMINISTRATOR ATTITUDES, ADULT VOCATIONAL EDUCATION, ADVISORY COMMITTEES, AGRICULTURAL COLLEGES, AGRICULTURAL EXTENSION AGENTS, ASPIRATION, CURRICULUM, EDUCATIONAL NEEDS, EMPLOYMENT OPPORTUNITIES, FARMER COOPERATIVES, HISTORICAL REVIEW, OFF-FARM AGRICULTURAL OCCUPATIONS, PHYSICAL FACILITIES, PROFESSIONAL OCCUPATIONS, PROGRAM EVALUATION, PROGRAM PLANNING, STUDENT TEACHING, TEACHER EDUCATION, AND VOCATIONAL AGRICULTURE TEACHERS. THE PURPOSE, METHOD, AND FINDINGS OF EACH STUDY ARE SUMMARIZED. THE STUDIES ARE ARRANGED ALPHABETICALLY BY AUTHOR. (JM)

ED 015 343

VT 004 447

ABSTRACTS OF STUDIES IN AGRICULTURAL EDUCATION, SOUTHERN REGION, FOR THE YEAR 1964-65.

TEXAS A AND M UNIV., COLLEGE STATION

PUB DATE MAR 66

EDRS PRICE MF-\$0.25 HC-\$1.88 45P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *DOCTORAL THESES, *EDUCATIONAL RESEARCH, *MASTERS THESES, FOLLOWUP STUDIES, SOUTHERN STATES.

FORTY-FIVE DOCTORAL DISSERTATIONS, STAFF STUDIES, AND MASTERS' THESES IN AGRICULTURAL EDUCATION ARE REPORTED IN THE FOLLOWING AREAS - ACADEMIC ACHIEVEMENT, ADMINISTRATOR ATTITUDES, ADULT FARMER EDUCATION, AGRICULTURAL EXTENSION AGENTS, AGRICULTURAL MACHINERY, AGRICULTURAL PRODUCTION, CONTESTS, CURRICULUM, EDUCATIONAL NEEDS, EMPLOYMENT OPPORTUNITIES, EXTENSION, FARM MANAGEMENT, FOLLOWUP STUDIES, HISTORY, INTERNATIONAL EDUCATION, LEADERSHIP TRAINING, LEARNING LABORATORIES, PROGRAM EVALUATION, STUDENTS, TEACHER ATTITUDES, TEACHER EDUCATION, TEACHER LOAD, VOCATIONAL AGRICULTURE TEACHERS, YOUNG FARMER EDUCATION, AND YOUTH CLUBS. THE PURPOSE, METHOD, AND FINDINGS OF EACH STUDY ARE SUMMARIZED. THE STUDIES ARE ARRANGED ALPHABETICALLY BY AUTHOR. (JM)

ED 015 344

VT 004 448

SHONTZ, DAVID F.

ABSTRACTS OF RESEARCH STUDIES IN AGRICULTURAL EDUCATION COMPLETED IN 1966-67 IN THE NORTH ATLANTIC REGION.

PUB DATE NOV 67

EDRS PRICE MF-\$0.25 HC-\$2.08 50P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *DOCTORAL THESES, *EDUCATIONAL RESEARCH, *MASTERS THESES, NORTH ATLANTIC STATES.

FORTY-NINE DOCTORAL DISSERTATIONS, STAFF STUDIES, AND MASTERS' THESES ARE REPORTED IN THE FOLLOWING AREAS - ADMINISTRATION, ADVISORY COMMITTEES, CURRICULUM, EDUCATIONAL NEEDS, EMPLOYMENT NEEDS AND OPPORTUNITIES, EVALUATION, INSTRUCTIONAL MATERIALS, INTERNATIONAL EDUCATION, PROGRAMS, STUDENTS, TEACHERS, TEACHER EDUCATION, TEACHING METHODS, YOUNG FARMERS, AND YOUTH CLUBS. THE PURPOSE, METHOD, AND FINDINGS OF EACH STUDY ARE SUMMARIZED. THE STUDIES ARE ARRANGED ALPHABETICALLY BY AUTHOR. (JM)

ED 015 345

VT 004 449

ABSTRACTS OF RESEARCH STUDIES IN AGRICULTURAL EDUCATION COMPLETED IN 1963-64 IN THE NORTH ATLANTIC REGION.

PUB DATE NOV 64

EDRS PRICE MF-\$0.25 HC-\$1.36 32P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *DOCTORAL THESES, *EDUCATIONAL RESEARCH, *MASTERS THESES, NORTH ATLANTIC STATES.

THIRTY-TWO DOCTORAL DISSERTATIONS, STAFF STUDIES, AND MASTERS' THESES IN AGRICULTURAL EDUCATION ARE REPORTED IN THE FOLLOWING AREAS - AGRICULTURAL PRODUCTION, EDUCATIONAL NEEDS, EMPLOYMENT OF

PORTUNITIES, FARMERS, INTERNATIONAL EDUCATION, PROGRAM EVALUATION, PUBLIC OPINION, STUDENTS, SUPERVISION, TEACHER EDUCATION, TEACHING METHODS, TECHNICAL INSTITUTES, VOCATIONAL AGRICULTURE CURRICULUM, VOCATIONAL AGRICULTURE TEACHERS, AND YOUNG FARMER EDUCATION. THE PURPOSE, METHOD, AND FINDINGS OF EACH STUDY ARE SUMMARIZED. THE STUDIES ARE ARRANGED ALPHABETICALLY BY AUTHOR. (JM)

ED 015 346

VT 004 450

LOVE, GENE M.

ABSTRACTS OF RESEARCH STUDIES IN AGRICULTURAL EDUCATION COMPLETED IN 1964-65 IN THE NORTH ATLANTIC REGION.

PUB DATE NOV 65

EDRS PRICE MF-\$0.25 HC-\$1.40 38P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *DOCTORAL THESES, *EDUCATIONAL RESEARCH, *MASTERS THESES, ADVISORY COMMITTEES, NORTH ATLANTIC STATES, THIRTY-TWO DOCTORAL DISSERTATIONS, STAFF STUDIES, AND MASTERS' THESES IN AGRICULTURAL EDUCATION ARE REPORTED IN THE FOLLOWING AREAS - ACADEMIC ACHIEVEMENT, ADULT FARMER EDUCATION, ADVISORY COMMITTEES, AGRICULTURAL COLLEGES, CURRICULUM, EDUCATIONAL NEEDS, EMPLOYMENT OPPORTUNITIES, OFF-FARM AGRICULTURAL OCCUPATIONS, PREVOCATIONAL AGRICULTURE, PROGRAM EVALUATION, STUDENTS, TEACHING METHODS, TECHNICAL EDUCATION, VOCATIONAL AGRICULTURE, VOCATIONAL AGRICULTURE TEACHERS, YOUNG FARMER EDUCATION, AND YOUTH CLUBS. THE PURPOSE, METHOD, AND FINDINGS OF EACH STUDY ARE SUMMARIZED. THE STUDIES ARE ARRANGED ALPHABETICALLY BY AUTHOR. (JM)

ED 015 347

VT 004 451

LOVE, GENE M.

ABSTRACTS OF RESEARCH STUDIES IN AGRICULTURAL EDUCATION COMPLETED IN 1965-66 IN THE NORTH ATLANTIC REGION.

PUB DATE NOV 66

EDRS PRICE MF-\$0.25 HC-\$1.80 43P.

DESCRIPTORS *AGRICULTURAL EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *DOCTORAL THESES, *EDUCATIONAL RESEARCH, *MASTERS THESES, NORTH ATLANTIC STATES, FORTY-TWO DOCTORAL DISSERTATIONS, STAFF STUDIES, AND MASTERS' THESES IN AGRICULTURAL EDUCATION ARE REPORTED IN THE FOLLOWING AREAS - ADMINISTRATION, AGRICULTURAL PRODUCTION, CAREER CHOICE, CURRICULUM, COMMUNITY COLLEGES, EDUCATIONAL NEEDS, EMPLOYMENT OPPORTUNITIES, EXTENSION EDUCATION, FARMERS, GRADUATE STUDENTS, INNOVATIONS, INTERNATIONAL EDUCATION, OFF-FARM AGRICULTURAL OCCUPATIONS, PUBLIC OPINION, SOCIOECONOMIC INFLUENCES, STUDENT INTERESTS, SUPERVISED FARM PRACTICE, TECHNICAL EDUCATION, VOCATIONAL FOLLOWUP, YOUNG FARMER EDUCATION, AND YOUTH CLUBS. THE PURPOSE, METHOD, AND FINDINGS OF EACH STUDY ARE SUMMARIZED. THE STUDIES ARE ARRANGED ALPHABETICALLY BY AUTHOR. (JM)

ED 015 348

VT 004 452

MICROFICHE COLLECTION OF DOCUMENTS REPORTED IN ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, WINTER 1967. OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE 67

EDRS PRICE MF-\$26.25 HC NOT AVAILABLE FROM EDRS. 7,311P.

DESCRIPTORS *EDUCATIONAL RESEARCH, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, CLEARINGHOUSES, INDEXES (LOCATORS), RESOURCE MATERIALS, DOCUMENTS ANNOUNCED IN THE WINTER 1967 ISSUE (VT 004 439) OF "ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION" (ARM), ARE INCLUDED IN THIS MICROFICHE SET. THE MICROFICHE SET IS ARRANGED IN THE FOLLOWING SEQUENCE - (1) A VOCATIONAL TECHNICAL (VT) NUMBER INDEX TO DOCUMENTS IN THE MICROFICHE COLLECTION, (2) A VT NUMBER LIST OF 23 DOCUMENTS WHICH WERE LISTED IN AIM BUT ARE NOT IN THE MICROFICHE COLLECTION, WITH A LIST OF ADDRESSES FROM WHICH THESE DOCUMENTS ARE AVAILABLE, (3) THE AUTHOR AND SUBJECT INDEX FROM AIM, AND (4) THE FULL TEXT OF DOCUMENTS LISTED IN THE VT NUMBER INDEX. THE TEXTS ARE FILMED CONTINUOUSLY IN VT NUMBER SEQUENCE. (BS)

LOWING SEQUENCE - (1) A VOCATIONAL TECHNICAL (VT) NUMBER INDEX TO DOCUMENTS IN THE MICROFICHE COLLECTION, (2) THE AUTHOR INDEX, THE VOCATIONAL AND SUPPORTING SERVICES INDEX, AND THE SUBJECT INDEX FROM ARM, AND (3) THE FULL TEXT OF DOCUMENTS LISTED IN THE VT NUMBER INDEX. THE TEXTS ARE FILMED CONTINUOUSLY IN VT NUMBER SEQUENCE. (BS)

ED 015 349

VT 004 453

MICROFICHE COLLECTION OF DOCUMENTS REPORTED IN ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, WINTER 1967. OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE 67

EDRS PRICE MF-\$40.25 HC NOT AVAILABLE FROM EDRS. 11,214P.

DESCRIPTORS *INSTRUCTIONAL MATERIALS, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, AGRICULTURAL EDUCATION, BUSINESS EDUCATION, CLEARINGHOUSES, DISTRIBUTIVE EDUCATION, HEALTH OCCUPATIONS EDUCATION, HOME ECONOMICS EDUCATION, INDEXES (LOCATORS), INDUSTRIAL ARTS, TRADE AND INDUSTRIAL EDUCATION, DOCUMENTS ANNOUNCED IN THE WINTER 1967 ISSUE (VT 004 440) OF "ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION" (AIM), WITH MINOR EXCEPTIONS, ARE INCLUDED IN THIS MICROFICHE SET. THE MICROFICHE SET IS ARRANGED IN THE FOLLOWING SEQUENCE - (1) A VOCATIONAL TECHNICAL (VT) NUMBER INDEX TO DOCUMENTS IN THE MICROFICHE COLLECTION, (2) A VT NUMBER LIST OF 23 DOCUMENTS WHICH WERE LISTED IN AIM BUT ARE NOT IN THE MICROFICHE COLLECTION, WITH A LIST OF ADDRESSES FROM WHICH THESE DOCUMENTS ARE AVAILABLE, (3) THE AUTHOR AND SUBJECT INDEX FROM AIM, AND (4) THE FULL TEXT OF DOCUMENTS LISTED IN THE VT NUMBER INDEX. THE TEXTS ARE FILMED CONTINUOUSLY IN VT NUMBER SEQUENCE. (BS)



subject index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the resume section.

AUDIOVISUAL AIDS

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
CRP-234 ED 000 000

Accession Number



ABILITY IDENTIFICATION

PRELIMINARY ASSESSMENT OF THREE
NCO LEADERSHIP PREPARATION
TRAINING SYSTEMS.
TR-87-8-WORK-UNIT-NCO-3 ED 014 653

ACADEMIC ABILITY

PROGRAMMED INSTRUCTION IN THE IN-
TACT CLASSROOM.
CRP-1343-2 ED 014 877

AN INVESTIGATION OF THE RELATIVE
EFFECTIVENESS OF CERTAIN SPECIFIC
TV TECHNIQUES ON LEARNING. FINAL
REPORT.
NDEA-VIIA-085-FR ED 014 913

EFFECTS OF MATHEMATICAL ABILITY,
PRETRAINING, AND INTEREST ON
SELF-DIRECTION IN PROGRAMED IN-
STRUCTION.
AIR-D10-10-63-TR ED 014 914

ACADEMIC ACHIEVEMENT

RELATIONSHIP BETWEEN MEASURES
OF ACADEMIC MOTIVATION AND ACHIEVEMENT IN COLLEGE. FINAL TECHNICAL REPORT.
CRP-2431 ED 014 764

THE DIFFERENTIAL EFFECTIVENESS
OF HIGH SCHOOLS WITH SELECTED
CHARACTERISTICS IN PRODUCING COGNITIVE GROWTH IN DIFFERENT KINDS
OF STUDENTS.
BR-6-8870 ED 014 771

INTELLECTUAL AND EDUCATIONAL
CORRELATES OF LOW BIRTH WEIGHT.
ED 014 779

THE SOCIALIZATION OF ACADEMIC
MOTIVATION IN MINORITY GROUP
CHILDREN.
ONR-TR-3 ED 014 780

AN INVESTIGATION OF CLOSED-CIRCUIT TELEVISION FOR TEACHING UNIVERSITY COURSES. INSTRUCTIONAL TELEVISION RESEARCH, REPORT NUMBER TWO.
ED 014 871

AN EVALUATION OF CLOSED-CIRCUIT INSTRUCTIONAL TELEVISION IN LOS ANGELES CITY COLLEGE AND LOS ANGELES VALLEY COLLEGE. FINAL REPORT.
ED 014 878

STUDIES ON INDIVIDUAL DIFFERENCES RELATED TO PERFORMANCE ON PROGRAMED INSTRUCTION.
CRP-3129 ED 014 908

MOTIVATIONAL VARIABLES IN PROGRAMMED LEARNING. THE ROLE OF NEED ACHIEVEMENT, FEAR OF FAILURE, AND STUDENT ESTIMATE OF ACHIEVEMENT AS A FUNCTION OF PROGRAM DIFFICULTY.
BR-6-1381 ED 014 909

EDUCATIONAL ACHIEVEMENT AMONG MEXICAN-AMERICANS-A SPECIAL REPORT FROM THE EDUCATIONAL OPPORTUNITIES SURVEY. WORKING PAPER.
NCES-TN-22 ED 015 040

INTERNATIONAL STUDY OF ACHIEVEMENT IN MATHEMATICS, A COMPARISON OF TWELVE COUNTRIES, VOLUME I.
BR-5-0676-VOL-1 ED 015 129

INTERNATIONAL STUDY OF ACHIEVEMENT IN MATHEMATICS, A COMPARISON OF TWELVE COUNTRIES, VOLUME II.
BR-5-0676-VOL-2 ED 015 130

THE TEACHER PREPARATION MYTH-A PHOENIX TOO FREQUENT.
ED 015 152

EDUCATIONAL ATTAINMENT AND ATTITUDES TOWARD SCHOOL AS A FUNCTION OF FEEDBACK IN THE FORM OF TEACHERS' WRITTEN COMMENTS.
TECHNICAL-REPORT-NO-15 ED 015 163

ACADEMIC PERFORMANCE

RELATIONSHIP BETWEEN MEASURES OF ACADEMIC MOTIVATION AND ACHIEVEMENT IN COLLEGE. FINAL TECHNICAL REPORT.
CRP-2431 ED 014 764

THE PASS-FAIL SYSTEM AND THE CHANGE IN THE ACCOUNTING OF GRADES ON COMPREHENSIVE EXAMINATIONS AT KNOX COLLEGE.
ED 014 788

A SOCIAL PSYCHOLOGICAL ANALYSIS OF THE TRANSITION FROM HOME TO SCHOOL. FINAL REPORT.
OEO-1444 ED 015 017

AN UMBRELLA OF THREE EDUCATIONAL IMPROVEMENT PROGRAMS - ONE EACH IN-OVERTON COUNTY, TENNESSEE, WEWAHITCHKA, FLORIDA, WHEELER COUNTY, GEORGIA. THE RURAL EDUCATION IMPROVEMENT PROJECT.
ED 015 049

ACADEMIC PROBATION

REPORT OF STUDENT RETENTION-DISMISSAL PRACTICES IN SELECTED CALIFORNIA JUNIOR COLLEGES.
ED 014 949

GROUP COUNSELING-PLUS-INCREASING SCHOOL SUCCESS OF JUNIOR COLLEGE STUDENTS.
ED 014 955

ACHIEVEMENT

COGNITIVE TRAINING WITH RETARDED CHILDREN, I. FINAL REPORT.
HCY-2135 ED 014 824

THE FORMATION OF ADDITION AND SUBTRACTION CONCEPTS BY PUPILS IN GRADES ONE AND TWO. FINAL REPORT.
CRP-S-244 ED 015 015

ACHIEVEMENT TESTS

ITEM SELECTION TECHNIQUES AND EVALUATION OF INSTRUCTIONAL OBJECTIVES.
LROC-REPRINT-4 ED 014 805

A STUDY OF THE FULL-YEAR 1966 HEAD START PROGRAMS.
PRC-R-886 ED 015 010

THE DEVELOPMENT OF ACHIEVEMENT MEASURES FOR TRADE AND TECHNICAL EDUCATION. PROGRESS REPORT NUMBER THREE.
BR-5-1319-PR-3 ED 015 278

ACQUISITIONS (LIBRARIES)

THE IMPACT OF THE PUBLIC LAW 480 PROGRAM ON OVERSEAS ACQUISITIONS BY AMERICAN LIBRARIES, PROCEEDINGS OF A CONFERENCE HELD AT THE WISCONSIN CENTER (MADISON, MAY 12, 1967).
ED 014 993

ADJUSTMENT (TO ENVIRONMENT)

NURSERY SCHOOL BEHAVIOR AND LATER SCHOOL ADJUSTMENT.
ED 014 757

ADJUSTMENT TO BLINDNESS AND SEVERE VISUAL IMPAIRMENT-A SELECTED BIBLIOGRAPHY.
ED 014 842

YOUTH IN TROUBLE, A VOCATIONAL APPROACH. A VOCATIONAL REHABILITATION DEMONSTRATION IN A RESIDENTIAL TREATMENT CENTER TO MEET THE VOCATIONAL AND COMMUNITY ADJUSTMENT NEEDS OF EMOTIONALLY DISTURBED YOUTH ADJUDGED TO BE JUVENILE DELINQUENT. FINAL REPORT.
ED 015 307

ADJUSTMENT PROBLEMS

FINAL REPORT ON THE CORPSMEN ADJUSTMENT STUDY.
ED 015 317

ADMINISTRATION

TYPE B PROGRAMS FOR THE TRAINABLE MENTALLY HANDICAPPED IN MICHIGAN.
MDPI-BULL-387 ED 014 826

THE IMPACT OF NEW IDEAS IN EDUCATION, VOLUME II.
ED 015 038

ADMINISTRATIVE ORGANIZATION

A COMMUNICATIONS SYSTEM FOR HIGHER EDUCATION. FINAL REPORT.
CRP-E-034 ED 014 902

NATIONAL CONFERENCE FOR STATE DEPARTMENT OF EDUCATION PERSONNEL ON EDUCATIONAL TELEVISION, A SUMMARY REPORT (ATLANTA, MAY 10-12, 1966).
ED 014 910

RECOMMENDATIONS FOR ESTABLISHING AN ADMINISTRATIVE ORGANIZATION-VIRGINIA DEPARTMENT OF COMMUNITY COLLEGES.
ED 014 957

A POLICY PLAN FOR COMMUNITY COLLEGE EDUCATION IN THE STATE OF WASHINGTON, REPORT TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION. (ABRIDGED).
C-67738 ED 014 958

SPECIAL STUDY ON JUNIOR COLLEGES.
ED 014 963

SERVICE THROUGH PLACEMENT IN THE
JUNIOR COLLEGE--THE ORGANIZATION
AND OPERATION OF A JUNIOR COLLEGE
PLACEMENT BUREAU.
ED 014 968

THE ROLE, ORGANIZATION, AND PRO-
GRAM FRAMEWORK OF THE APPALACHIA
EDUCATIONAL LABORATORY, SUP-
PLEMENTAL FINAL REPORT. (TITLE
SUPPLIED).
BR-6-2909-SUPPL ED 015 058

ADMINISTRATIVE PERSONNEL
THE SCHOOL ADMINISTRATOR AND OR-
GANIZATIONAL CHARACTER.
BR-5-0217-22 ED 014 797

THE HUMANITIES AND EDUCATIONAL
ADMINISTRATION--RATIONALES AND
RECOMMENDATIONS.
ED 014 806

INCORPORATING HUMANITIES CON-
TENT INTO PREPARATORY PROGRAMS
FOR EDUCATIONAL ADMINISTRATORS--
RATIONALES AND STRATEGIES.
ED 014 818

A DEAN SPEAKS OUT. ED 015 211

ADMINISTRATOR ATTITUDES
THE ATTITUDES OF CERTIFICATED IN-
STRUCTIONAL PERSONNEL TOWARD
PROFESSIONAL NEGOTIATION AND
"SANCTIONS."
BR-6-8387 ED 014 801

ADMINISTRATOR EVALUATION
THE SCHOOL ADMINISTRATOR AND OR-
GANIZATIONAL CHARACTER.
BR-5-0217-22 ED 014 797

**ADMINISTRATOR QUALIFICA-
TIONS**
THE SCHOOL ADMINISTRATOR AND OR-
GANIZATIONAL CHARACTER.
BR-5-0217-22 ED 014 797

**ADMINISTRATOR RESPONSIBIL-
ITY**
REPORT ON THE ANNUAL CONFERENCE
ON THE NATURE AND DEMANDS OF
TWO-YEAR COLLEGE TEACHING (6TH,
BENNETT COLLEGE, MILLBROOK, NEW
YORK, JUNE 12-17, 1967).
ED 014 978

NEW FRONTIERS IN ADMINISTRATION
FOR JUNIOR COLLEGE ADMINISTRA-
TORS, PROCEEDINGS OF A CONFER-
ENCE SPONSORED BY COORDINATING
COMMITTEE CALIFORNIA LEADERSHIP
PROGRAM, UNIVERSITY OF WASHING-
TON, AND WASHINGTON STATE UNIV-
ERSITY (SEATTLE, APRIL 2-4, 1962).
ED 014 979

ADMINISTRATOR ROLE
THE HEAT IN OUR KITCHEN.
ED 014 809
A DEAN SPEAKS OUT. ED 015 211

ADMINISTRATOR SELECTION
THE SCHOOL ADMINISTRATOR AND OR-
GANIZATIONAL CHARACTER.
BR-5-0217-22 ED 014 797

ADMINISTRATIVE PERSONNEL
"BREAKTHROUGH," IN-SERVICE ED-
UCATION FOR ALL SCHOOLS.
BREAKTHROUGH-NO-2 ED 015 147

ADMISSION CRITERIA
THE SELECTION OF TRAINEES UNDER
MDTA.
ED 015 255

ADOLESCENTS
AGE INTEGRATION AND SOCIALIZA-
TION IN AN EDUCATIONAL SETTING.
ED 014 655

THE GROUP AS A REINFORCER OF
REALITY--A POSITIVE APPROACH IN
THE TREATMENT OF ADOLESCENTS.
ED 014 758

SUSPECTED EARLY MINIMAL BRAIN
DAMAGE AND SEVERE PSYCHOPATHOL-
OGY IN ADOLESCENCE.
ED 014 777

ADOPTION (IDEAS)
THE FOREMAN PROBLEM IN JAPANESE
INDUSTRY.
ED 014 654

COMMUNICATION IMPACT, A CONCEPT-
TUAL MODEL ANALYSIS OF INDIVIDUAL
PREDISPOSITIONS AND THE
ANALYSIS OF THE IMPACT OF A COUNTRY
CIVIL DEFENSE EDUCATIONAL
PROGRAM.
RURAL SOCIOLOGY REPORT 418
ED 014 659

ADULT BASIC EDUCATION
A GUIDE TO HOUSEKEEPING.
ED 014 624

A READABILITY ANALYSIS OF RANDOMLY
SELECTED BASIC EDUCATION AND
VOCATIONAL EDUCATION CURRICU-
LUM MATERIALS USED AT THE ATT-
ERBURY JOB CORPS CENTER AS MEAS-
URED BY THE GUNNING FOG INDEX.
ED 014 628

WORKSHOP IN ADULT BASIC EDUCATION--
WORKSHOP REPORT AND RE-
SOURCE DOCUMENT (JULY 6-26, 1967).
ED 014 630

ADULT EDUCATION IN INDIA.
ED 014 634

LITERACY EDUCATION--SPECIAL ISSUE
OF ASPBAE JOURNAL, VOLUME I, NUM-
BER 2, NOVEMBER 1966. (TITLE SUP-
PLIED).
ED 014 649

MISSOURI ADULT VOCATIONAL-LITER-
ACY MATERIALS DEVELOPMENT PROJ-
ECT. FINAL REPORT.
BR-5-0094 ED 014 650

AIDES FOR ADULT EDUCATION, A
TRAINING PROGRAM FUNDED BY THE
OHIO BOARD OF REGENTS UNDER

TITLE 1 OF THE HIGHER EDUCATION
ACT. FINAL REPORT.
ED 014 664

NO LONGER SUPERFLUOUS, THE EDU-
CATIONAL REHABILITATION OF THE
HARD-CORE UNEMPLOYED. FINAL REP-
ORT.
ED 015 328

ADULT CHARACTERISTICS
TEACHING ADULTS TO READ.
ED 014 680

ADULT EDUCATION
THE FUTURE OF AMERICAN ADULT
EDUCATION. TITLE I NEWSLETTER, 12.
ED 014 625

MASS MEDIA IN ADULT EDUCATION,
SEMINAR ON THE CONTRIBUTION OF
RESEARCH TO THE USE OF AUDIO-VISU-
AL MASS MEDIA IN ADULT EDUCATION
(PRAGUE, OCTOBER 5-10, 1966).
ED 014 643

FOR A POLICY OF ADULT EDUCATION
AT THE POST-SECONDARY LEVEL,
BRIEF TO THE MINISTER OF EDUCA-
TION OF QUEBEC.
ED 014 656

CONTINUING EDUCATION FOR ADULTS
THROUGH THE AMERICAN PUBLIC LI-
BRARY, 1833-1964.
ED 014 667

ADULT EDUCATION IN NEPAL.
NC-21-66 ED 014 668

A UNIVERSITY OF THE AIR, WHITE
PAPER PRESENTED TO PARLIAMENT
BY THE SECRETARY OF STATE FOR ED-
UCATION AND SCIENCE BY COMMAND
OF HER MAJESTY. (TITLE SUPPLIED).
CMND-2922 ED 014 678

WORKSHOP FOR BAPTISTS ON DEAF-
NESS AND REHABILITATION (UNIVERS-
ITY OF TENNESSEE, AUGUST 16-19, 1965).
ED 014 829

TITLE NOT ENTERED
ED 015 080

CONTINUING EDUCATION FOR WOMEN--
A GROWING CHALLENGE.
ED 015 281

EDUCATION OF DEAF AND HARD OF
HEARING ADULTS IN ESTABLISHED FA-
CILITIES FOR THE NORMALLY HEAR-
ING. FINAL REPORT.
ED 015 306

ADULT EDUCATION PROGRAMS
CONTINUING EDUCATION IN BREVARD
COUNTY, FLORIDA.
URBAN RES CENTER-3 ED 014 626

HIGHER ADULT EDUCATION--ITS PRE-
SENT AND FUTURE, ANALYSIS AND
PROJECTIONS BASED ON SIX YEARS OF
PROGRAM AND REGISTRATION DATA,
1960-1966.
ED 014 648

NEW YORK UNIVERSITY'S HARLEM
SEMINARS.
ED 014 652

ADULT EDUCATORS

TRAINING OF ADULT EDUCATION PERSONNEL, NUMBER 1-CURRENT INFORMATION SOURCES.

ED 014 670

ADULT FARMER EDUCATION

"THIS BUSINESS OF FARMING" 1964, A STUDY OF AUDIENCE REACTIONS TO A TELEVISED COURSE OF INSTRUCTION FOR FARMERS IN THE PRAIRIE PROVINCES OF CANADA.

ED 014 881

ADULT LEARNING

WORKSHOP IN ADULT BASIC EDUCATION-WORKSHOP REPORT AND RESOURCE DOCUMENT (JULY 6-26, 1967).

ED 014 630

NEW CAREERS IN MIDDLE AGE, SEPARATUM TO PROCEEDINGS OF THE INTERNATIONAL CONGRESS OF GERONTOLOGY (7TH, VIENNA, JUNE 26-JULY 2, 1966).

ED 014 663

ADULT READING PROGRAMS

MATERIALS FOR TEACHING ADULTS TO READ.

WP-2

ED 015 108

IMPROVING THE READING LEVEL OF DISADVANTAGED ADULTS.

ED 015 117

ADULT STUDENTS

AGE INTEGRATION AND SOCIALIZATION IN AN EDUCATIONAL SETTING.

ED 014 655

THE HIGH SCHOOL COMPLETION PROGRAM FOR ADULTS AND OUT-OF-SCHOOL YOUTH.

MSDPI-BULL-370

ED 014 687

CONTINUING EDUCATION FOR WOMEN-A GROWING CHALLENGE.

ED 015 281

ADULT VOCATIONAL EDUCATION

FOLLOW-UP STUDY OF PROJECT UPLIFT, THE MDTA E AND D PROJECT CONDUCTED BY FLORIDA A AND M UNIVERSITY.

BSSR-369

ED 013 967

A READABILITY ANALYSIS OF RANDOMLY SELECTED BASIC EDUCATION AND VOCATIONAL EDUCATION CURRICULUM MATERIALS USED AT THE ATTERBURY JOB CORPS CENTER AS MEASURED BY THE GUNNING FOG INDEX.

ED 014 628

A TRAINING PROGRAM FOR SELECTED HOME ECONOMISTS TO TRAIN ADULTS AND OLDER YOUTH FOR HOMEMAKER SERVICE RESPONSIBILITIES. FINAL REPORT.

BR-5-1315

ED 015 259

SECRETARIAL TRAINING WITH SPEECH IMPROVEMENT, AN EXPERIMENTAL AND DEMONSTRATION PROJECT. FINAL REPORT.

ED 015 311

ADULTS

EVALUATIONS OF SUMMER 1966 NDEA INSTITUTES FOR EDUCATIONAL MEDIA SPECIALISTS AND SCHOOL LIBRARY PERSONNEL.

BR-5-0270

ED 014 892

OBSERVATION AND DEMONSTRATION IN TEACHER EDUCATION BY CLOSED CIRCUIT TELEVISION AND VIDEO TAPE RECORDINGS.

BR-5-1009

ED 014 904

MATERIALS FOR TEACHING ADULTS TO READ.

WP-2

ED 015 108

ADVANCED STUDENTS

TRANSLATION AS A BASIS FOR CONTRASTIVE LINGUISTIC ANALYSIS.

ED 014 919

ADVISORY COMMITTEES

VOCATIONAL EDUCATION, THE BRIDGE BETWEEN MAN AND HIS WORK. PUBLICATION 1, HIGHLIGHTS AND RECOMMENDATIONS FORM THE GENERAL REPORT OF THE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, 1968.

ED 014 619

VOCATIONAL EDUCATION, THE BRIDGE BETWEEN MAN AND HIS WORK. SUMMARY AND RECOMMENDATIONS, ADAPTED FROM THE GENERAL REPORT OF THE ADVISORY COUNCIL ON VOCATIONAL EDUCATION.

ED 014 620

A STUDY OF CURRENT PRACTICES AND DEVELOPMENT OF AN ADVISORY COMMITTEE HANDBOOK.

ED 014 950

THE CURRENT STATUS OF CITIZENS' ADVISORY COMMITTEES WITH EMPHASIS ON THOSE FOR SCHOOL BUILDING NEEDS IN THE CENTRAL SCHOOLS OF NEW YORK STATE.

ED 015 036

TOWARDS EXCELLENCE IN TEACHING, REPORT TO THE SUPERINTENDENT OF SCHOOLS BY THE SCHOOL-COMMUNITY COMMITTEE FOR EDUCATIONAL EXCELLENCE.

ED 015 143

AEROSPACE INDUSTRY

EVALUATION OF CHANGES IN SKILL-PROFILE AND JOB-CONTENT DUE TO TECHNOLOGICAL CHANGE, METHODOLOGY AND PILOT RESULTS FROM THE BANKING, STEEL AND AEROSPACE INDUSTRIES.

ED 015 328

AGE

NEW CAREERS IN MIDDLE AGE, SEPARATUM TO PROCEEDINGS OF THE INTERNATIONAL CONGRESS OF GERONTOLOGY (7TH, VIENNA, JUNE 26-JULY 2, 1966).

ED 014 663

LABOR FORCE PROJECTIONS BY COLOR, 1970-80. SPECIAL LABOR FORCE REPORT NUMBER 73.

MON-LABOR-REV-REPRINT-2501

ED 015 290

AGE DIFFERENCES

RELEVANT AND IRRELEVANT PICTORIAL COLOR CUES IN DISCRIMINATION LEARNING-MANIPULATION OF CUE RELEVANCE, INSTRUCTIONAL STIMULI, PRACTICE PROCEDURES AND INTERVALS, SHAPE DISCRIMINABILITY, TEST PROCEDURES AND AGE OF SUBJECT.

NDEA-VIIA-1170-FR

ED 014 911

AGE GROUPS

AGE INTEGRATION AND SOCIALIZATION IN AN EDUCATIONAL SETTING.

ED 014 655

NEGRO CHILDREN'S DIALECT IN THE INNER CITY.

ED 014 725

AGRICULTURAL CHEMICAL OCCUPATIONS

AGRICULTURAL CHEMICALS SALES AND SERVICE. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 10.

ED 015 242

AGRICULTURAL EDUCATION

THE RAPID GROWTH OF COMMUNITY COLLEGES AND THEIR ACCESSIBILITY IN RURAL AREAS.

ED 015 052

AGRICULTURAL EDUCATION IN THE COMMUNITY COLLEGE.

ED 015 300

ABSTRACTS OF STUDIES IN AGRICULTURAL EDUCATION, CENTRAL REGION, FOR THE YEARS 1963-64.

ED 015 337

SUMMARIES OF STUDIES IN AGRICULTURAL EDUCATION, CENTRAL REGION, 1964-1966.

ED 015 338

SUMMARIES OF RESEARCH STUDIES IN AGRICULTURAL EDUCATION FOR THE PACIFIC REGION, 1965.

ED 015 339

ABSTRACTS OF RESEARCH STUDIES IN AGRICULTURAL EDUCATION COMPLETED IN 1965-66 IN THE PACIFIC REGION.

ED 015 340

ABSTRACTS OF RESEARCH STUDIES IN AGRICULTURAL EDUCATION COMPLETED IN 1966-67 IN THE PACIFIC REGION.

ED 015 341

ABSTRACTS OF RESEARCH STUDIES IN AGRICULTURAL EDUCATION, SOUTHERN REGION, 1965-66.

ED 015 342

ABSTRACTS OF STUDIES IN AGRICULTURAL EDUCATION, SOUTHERN REGION, FOR THE YEAR 1964-65.

ED 015 343

ABSTRACTS OF RESEARCH STUDIES IN AGRICULTURAL EDUCATION COMPLETED IN 1966-67 IN THE NORTH ATLANTIC REGION.

ED 015 344

ABSTRACTS OF RESEARCH STUDIES IN AGRICULTURAL EDUCATION COMPLETED

ED IN 1963-64 IN THE NORTH ATLANTIC REGION.

ED 015 345

ABSTRACTS OF RESEARCH STUDIES IN AGRICULTURAL EDUCATION COMPLETED IN 1964-66 IN THE NORTH ATLANTIC REGION.

ED 015 346

ABSTRACTS OF RESEARCH STUDIES IN AGRICULTURAL EDUCATION COMPILED IN 1965-66 IN THE NORTH ATLANTIC REGION.

ED 015 347

AGRICULTURAL LABORERS

COMPREHENSIVE HEALTH SERVICES FOR THE RURAL POOR.

ED 015 063

AGRICULTURAL SKILLS

SUMMARY OF RESEARCH FINDINGS IN OFF-FARM AGRICULTURAL OCCUPATIONS.

ED 015 245

AGRICULTURAL SUPPLIES

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- BARRIERS AND BREAKTHROUGHS. RR-9 ED 014 859
- THE NEW CAMPUS IN BRITAIN-IDEAS OF CONSEQUENCE FOR THE UNITED STATES. ED 014 870
- BUILDING INNOVATION**
A COLLEGE HEALTH CENTER. ED 014 846
- SPATIAL APPROACH TO PLANNING THE PHYSICAL ENVIRONMENT. RR-2 ED 014 855
- BUSINESS**
MANAGERIAL AND SUPERVISORY EDUCATIONAL NEEDS OF BUSINESS AND INDUSTRY IN PENNSYLVANIA (AND) SURVEY REPORT OF MANAGERIAL AND SUPERVISORY EDUCATIONAL NEEDS OF BUSINESS AND INDUSTRY IN PENNSYLVANIA. ED 014 631
- THE EXECUTIVE AND EDUCATION. ED 014 685
- ORGANIZATIONS AND FUNCTIONS OF AGRICULTURAL BUSINESSES. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 5. ED 015 237
- BUSINESS SKILLS**
BUSINESS PROCEDURES. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 6. ED 015 238
- CAMPING**
OAK GLEN, A TRAINING CAMP FOR UNEMPLOYED YOUTH. ED 015 321
- CAMPUS PLANNING**
THE NEW CAMPUS IN BRITAIN-IDEAS OF CONSEQUENCE FOR THE UNITED STATES. ED 014 870
- CAREER CHOICE**
PERSISTENCE AND ATTRITION OF ENGINEERING STUDENTS, A STUDY OF FRESHMAN AND SOPHOMORE ENGINEERING STUDENTS AT THREE MID-WESTERN UNIVERSITIES. ED 014 740
- A DESCRIPTION OF AMERICAN COLLEGE FRESHMEN. ACT-RR-1-MAR-65 ED 014 741
- PATERNAL INFLUENCE ON CAREER CHOICE. NMSC-RR-VOL-3-NO-2 ED 014 746
- CAREER OPPORTUNITIES**
WASHINGTON OPPORTUNITIES FOR WOMEN, A GUIDE TO PART-TIME WORK AND STUDY FOR THE EDUCATED WOMAN. ED 014 675
- CAREER OPPORTUNITIES IN AGRICULTURAL SALES AND SERVICE. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 1. ED 015 233
- CAREER PLANNING**
A REGIONAL CAREER INFORMATION CENTER, DEVELOPMENT AND PROCESS. BR-6-1620 ED 015 260
- CAREERS**
PROFILES OF PH.D.'S IN THE SCIENCES. SUMMARY REPORT ON FOLLOW-UP OF DOCTORATE COHORTS, 1935-1960. NAS-PUB-1293 ED 014 737
- A STUDY OF THE EDUCATIONAL AND EXPERIENTIAL BACKGROUNDS AND PRESENT POSITIONS OF SCHOOL PLANT SPECIALISTS. ED 014 866
- CASE RECORDS**
STUDIES IN WORKMEN'S COMPENSATION AND RADIATION INJURY. VOLUME III, A REPORT ON IONIZING RADIATION RECORD KEEPING. ED 015 276
- CASE STUDIES (FACILITIES)**
EFFICIENT OPERATION AND ECONOMIC

CAL EXPANSION OF UNDERGRADUATE TEACHING FACILITIES OF URBAN UNIVERSITIES. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS BASED ON A CASE STUDY OF DREXEL INSTITUTE OF TECHNOLOGY, PHILADELPHIA, PENNSYLVANIA.

ED 014 844

SPACE AND DOLLARS-AN URBAN UNIVERSITY EXPANDS. CASE STUDIES OF EDUCATIONAL FACILITIES, NUMBER 2.

ED 014 868

CASEWORKER APPROACH

APPLICATIONS OF BEHAVIOR THEORY TO SOCIAL CASEWORK.

ED 014 728

THE DIVISION OF CASEWORK RESPONSIBILITY AS A METHOD OF WORKING WITH EMOTIONALLY DISTURBED CHILDREN IN FOSTER CARE. FINAL REPORT.

ED 015 322

CATALOGS

TELECOURSE CATALOG 1967.

ED 014 899

AUTOMATIC INTRODUCTION OF INFORMATION INTO A REMOTE-ACCESS SYSTEM-A PHYSICS LIBRARY CATALOG. TECHNICAL REPORT. MSEE-67-09

ED 015 004

CEREBRAL PALSY

DEVELOPMENT AND EVALUATION OF ADAPTIVE COMMUNICATION DEVICES FOR THE SEVERELY HANDICAPPED CHILD. FINAL REPORT.

ED 014 821

CHANGE AGENTS

OCCUPATIONAL INFORMATION IN GUIDANCE PRACTICE VIEWED IN THE PERSPECTIVE OF VOCATIONAL DEVELOPMENT THEORY AND RESEARCH.

ED 014 736

EDUCATIONAL ATTAINMENT AND ATTITUDES TOWARD SCHOOL AS A FUNCTION OF FEEDBACK IN THE FORM OF TEACHERS' WRITTEN COMMENTS. TECHNICAL-REPORT-NO-15

ED 015 163

CHARTS

CUES AND CLUES IN THE CREATIVE CLASSROOM.

NDEA BULLETIN-312

ED 014 896

CHEATING

THE CHARACTERISTICS OF HARTNELL STUDENTS.

ED 014 947

CHEMISTRY

SYSTEM DEVELOPMENT PLAN FOR A NATIONAL CHEMICAL INFORMATION SYSTEM.

ED 014 998

SYSTEM PERFORMANCE SPECIFICATION FOR A NATIONAL CHEMICAL INFORMATION SYSTEM.

ED 014 999

TEACHING SCIENCE AT THE SECONDARY STAGE, A HANDBOOK ON THE TEACHING OF SCIENCE TO THE AVERAGE PUPIL.

ED 015 137

CHILD ABUSE

NATIONWIDE EPIDEMIOLOGIC STUDY OF CHILD ABUSE. PROGRESS REPORT.

ED 014 760

CHILD CARE

CHILD CARE ARRANGEMENTS OF THE NATION'S WORKING MOTHERS, 1965, A PRELIMINARY REPORT.

ED 015 272

CHILD DEVELOPMENT

IMPLICATIONS OF CHILD GROWTH AND DEVELOPMENT FOR SCHOOL PLANT DESIGN.

RR-6

ED 014 858

AN EVALUATION OF DIFFERENCES AMONG DIFFERENT CLASSES OF HEAD START PARTICIPANTS. FINAL REPORT. OEO-1271

ED 015 012

CHILD WELFARE

NATIONWIDE EPIDEMIOLOGIC STUDY OF CHILD ABUSE. PROGRESS REPORT.

ED 014 760

CHILDHOOD NEEDS

IMPLICATIONS OF CHILD GROWTH AND DEVELOPMENT FOR SCHOOL PLANT DESIGN.

RR-6

ED 014 858

CHILDREN

PREVENTION OF MENTAL DISORDER-AN OVERVIEW OF CURRENT PROGRAMS.

ED 014 753

INTELLECTUAL AND EDUCATIONAL CORRELATES OF LOW BIRTH WEIGHT.

ED 014 779

FREQUENCY OF ASPECT IN ORAL AND WRITTEN VERBAL SAMPLES BY CHILDREN.

BR-5-0250-1

ED 015 202

CHILDRENS BOOKS

WE BUILD TOGETHER.

ED 015 209

CHINESE

A GRAMMAR OF SPOKEN CHINESE.

BR-5-1224

ED 014 698

DICTIONARY OF SPOKEN CHINESE. YALE LINGUISTIC SERIES, 8.

BR-5-1225

ED 014 699

BEGINNING CHINESE READER, PART I. YALE LINGUISTIC SERIES.

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ED 014 700

INTERMEDIATE CHINESE. YALE LINGUISTIC SERIES, 7.

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SO YOU WANT TO HELP MIGRANTS. SUGGESTIONS FOR CHURCHES AND THEIR COMMUNITIES WISHING TO ESTABLISH HELPING PROGRAMS FOR SEASONAL FARM WORKERS.

ED 015 045

CITY PROBLEMS

THE URBAN UNIVERSITY-AND THE FUTURE OF OUR CITIES.

ED 014 811

CIVIL DEFENSE

COMMUNICATION IMPACT, A CONCEPTUAL MODEL ANALYSIS OF INDIVIDUAL PREDISPOSITIONS AND THE ANALYSIS OF THE IMPACT OF A COUNTY CIVIL DEFENSE EDUCATIONAL PROGRAM.

RURAL SOCIOLOGY REPORT 418

ED 014 659

CIVIL RIGHTS LEGISLATION

THE HEAT IN OUR KITCHEN.

ED 014 809

CLASS MANAGEMENT

STRUCTURAL AND AFFECTIVE ASPECTS OF CLASSROOM CLIMATE.

ED 015 154

CLASS ORGANIZATION

A BRIEF SUMMARY OF RESEARCH ON INTERCLASS GROUPING AT THE ELEMENTARY SCHOOL LEVEL.

ED 015 120

CLASS SIZE

AN INVESTIGATION OF THE OUTCOMES OF INTRODUCTORY PSYCHOLOGY.

ED 014 966

CLASSICS

THE VALUE OF THE CLASSICS AS AN ELECTIVE IN COLLEGE COURSES FOR THE ENGLISH MAJOR WHO INTENDS TO TEACH IN HIGH SCHOOL. INTERIM REPORT.

CRP-HE-145

ED 015 201

CLASSIFICATION

FILE ORGANIZATION AND SEARCH STRATEGY USING THE UNIVERSAL DE-

- CIMAL CLASSIFICATION IN MECHANIZED REFERENCE RETRIEVAL SYSTEMS.
AIP-UDC-5 ED 014 994
- CLASSROOM DESIGN**
DESIGNING THE MATHEMATICS CLASSROOM.
ED 014 849
- CLASSROOM ENVIRONMENT**
REPORT OF A RESEARCH AND DEMONSTRATION PROJECT FOR CULTURALLY DISADVANTAGED CHILDREN IN THE ANCONA MONTESSORI SCHOOL.
ILL-CAP-66-9255 ED 015 014
- CLASSROOM CLIMATE AND INDIVIDUAL LEARNING.
ED 015 153
- STRUCTURAL AND AFFECTIVE ASPECTS OF CLASSROOM CLIMATE.
ED 015 154
- CLASSROOM FURNITURE**
DESIGN FOR ETV-PLANNING FOR SCHOOLS WITH TELEVISION.
ED 014 905
- CLASSROOM MATERIALS**
CUES AND CLUES IN THE CREATIVE CLASSROOM.
NDEA BULLETIN-312 ED 014 896
- CLASSROOM TECHNIQUES**
COMPUTER ADMINISTERED INSTRUCTION VERSUS TRADITIONALLY ADMINISTERED INSTRUCTION, ECONOMICS.
RPP-31-67 ED 014 644
- AN INVESTIGATION OF THE OUTCOMES OF INTRODUCTORY PSYCHOLOGY.
ED 014 966
- CLASSROOMS**
FORUM-TYPE ROOMS-AN INNOVATION IN CLASSROOM DESIGN AND UTILIZATION.
ED 014 970
- CLERGYMEN**
THE CLERGYMAN'S NEEDS FOR CONTINUING EDUCATION.
ED 014 651
- CLINIC PERSONNEL (SCHOOL)**
REPORT OF THE COMMITTEE ON SCHOOL HEALTH OF THE AMERICAN ACADEMY OF PEDIATRICS.
ED 014 743
- CLINICS**
SOUTH SANTA CLARA COUNTY MIGRANT TREATMENT CLINIC.
ED 015 047
- CLOSED CIRCUIT TELEVISION**
AN INVESTIGATION OF CLOSED-CIRCUIT TELEVISION FOR TEACHING UNIVERSITY COURSES. INSTRUCTIONAL TELEVISION RESEARCH, REPORT NUMBER TWO.
ED 014 871
- TELEVISION FACILITIES IN HIGHER EDUCATION IN NEW YORK STATE.
ED 014 873
- AN EVALUATION OF CLOSED-CIRCUIT INSTRUCTIONAL TELEVISION IN LOS ANGELES CITY COLLEGE AND LOS ANGELES VALLEY COLLEGE. FINAL REPORT.
ED 014 878
- COCURRICULAR ACTIVITIES**
RECREATIONAL AND CULTURAL OPPORTUNITIES.
ED 015 059
- CODIFICATION**
CODING MANUAL FOR APPROACH (A PROCEDURE FOR PATTERNING RESPONSES OF ADULTS AND CHILDREN).
ED 015 005
- COGNITIVE ABILITY**
CHILDREN'S ATTITUDES TOWARD SCHOOL AND THEIR RELATIONSHIPS WITH SCHOOL ANXIETY, STUDY I. SCHOOL ANXIETY AND COGNITIVE FUNCTIONING-EXPLORATORY STUDIES.
IRCOPPS-R-4-1 ED 014 769
- THE CHANGES IN PSYCHOLINGUISTIC FUNCTIONING OF CHILDREN AFTER ONE YEAR IN AN "INTEGRATED" SCHOOL.
BR-6-1784-1 ED 015 217
- COGNITIVE DEVELOPMENT**
THE DIFFERENTIAL EFFECTIVENESS OF HIGH SCHOOLS WITH SELECTED CHARACTERISTICS IN PRODUCING COGNITIVE GROWTH IN DIFFERENT KINDS OF STUDENTS.
BR-6-8570 ED 014 771
- COGNITIVE MEASUREMENT**
DEVELOPMENT OF APPROPRIATE EVALUATION TECHNIQUES FOR SCREENING CHILDREN IN A HEAD START PROGRAM. A PILOT PROJECT.
OEO-515 ED 015 006
- COGNITIVE PROCESSES**
COGNITIVE TRAINING WITH RETARDED CHILDREN, I. FINAL REPORT.
HCY-2135 ED 014 824
- AN EXAMINATION OF THE STRUCTURE AND EFFECTIVENESS OF SLIDE-TAPES PRODUCED BY RATIONAL ANALYSIS AND SELF-SEQUENCING TECHNIQUES.
R-58 ED 014 891
- LEARNING-FROM R-M THEORY TO EDUCATIONAL PLANNING.
AIR-D10-11-63-TR-B ED 014 916
- READING INSTRUCTION AND COGNITIVE PROCESSES.
ED 015 095
- READING--A THINKING PROCESS.
ED 015 096
- FACTORS AFFECTING THINKING AND COMPREHENSION SKILLS.
ED 015 097
- TEACHER-MADE EXAMINATIONS-WHAT KIND OF THINKING DO THEY DEMAND.
ED 015 170
- COLLECTIVE BARGAINING**
UNION RETRAINING PROGRAMS AND THE ROLE OF COLLECTIVE BARGAINING IN COMBATING CHRONIC UNEMPLOYMENT.
ED 014 677
- WORK STOPPAGES AND TEACHERS - HISTORY AND PROSPECT.
ED 015 298
- COLLECTIVE NEGOTIATION**
THE ATTITUDES OF CERTIFICATED INSTRUCTIONAL PERSONNEL TOWARD PROFESSIONAL NEGOTIATION AND "SANCTIONS."
BR-6-8367 ED 014 801
- COLLEGE ADMINISTRATION**
FACULTY-ADMINISTRATION RELATIONSHIPS-WHY THE CONFLICT.
ED 014 951
- NEW FRONTIERS IN ADMINISTRATION FOR JUNIOR COLLEGE ADMINISTRATORS, PROCEEDINGS OF A CONFERENCE SPONSORED BY COORDINATING COMMITTEE CALIFORNIA LEADERSHIP PROGRAM, UNIVERSITY OF WASHINGTON, AND WASHINGTON STATE UNIVERSITY (SEATTLE, APRIL 2-4, 1962).
ED 014 979
- COLLEGE BOUND STUDENTS**
SUMMER WRITING CONFERENCE TO CONTINUE DEVELOPMENT OF MATERIALS IN EXPRESSION OF IDEAS (ENGLISH) AND QUANTITATIVE THINKING (MATHEMATICS) TO BE USED IN PRE-COLLEGE CENTERS FOR STUDENTS FROM LOW-INCOME FAMILIES. FINAL REPORT.
BR-6-1700 ED 015 177
- PRE-COLLEGE ORIENTATION OF BLIND HIGH SCHOOL GRADUATES. FINAL REPORT.
ED 015 323
- COLLEGE BUILDINGS**
A COLLEGE HEALTH CENTER.
ED 014 846
- PLANNING GUIDELINES FOR CONSTRUCTION OF FACILITIES AT THE STATE-SUPPORTED COLLEGES AND UNIVERSITIES IN COLORADO.
ED 014 869
- COLLEGE CURRICULUM**
PERSISTENCE AND ATTRITION OF ENGINEERING STUDENTS, A STUDY OF FRESHMAN AND SOPHOMORE ENGINEERING STUDENTS.
ED 014 869

ENGINEERING STUDENTS AT THREE MID-WESTERN UNIVERSITIES.

ED 014 740

AN UNDERGRADUATE SOCIAL WORK EDUCATION MODEL FOR THE MULTIVER-SITY.

ED 014 756

THE COLLEGIATE CURRICULUM, AN AP-PROACH TO ANALYSIS.
RES-MONOGRAPH-NO-11

ED 014 790

COLLEGE ENTRANCE EXAMINA-TIONS

THE CHARACTERISTICS OF HARTNELL STUDENTS.

ED 014 947

ENTRANCE AND PLACEMENT TESTING.

ED 014 991

COLLEGE ENVIRONMENT

EXPLORATIONS IN THE MEASUREMENT OF JUNIOR COLLEGE ENVIRONMENTS.
UCLA-R-3

ED 014 972

COLLEGE FACULTY

FACULTY-ADMINISTRATION RELA-TIONSHIPS-WHY THE CONFLICT.

ED 014 951

FACULTY HANDBOOKS RESTUDIED.

ED 014 953

EVALUATION OF INSTRUCTORS IN CAL-IFORNIA JUNIOR COLLEGES.

ED 014 959

REPORT ON THE ANNUAL CONFERENCE ON THE NATURE AND DEMANDS OF TWO-YEAR COLLEGE TEACHING (5TH, BENNETT COLLEGE, MILLBROOK, NEW YORK, JUNE 12-17, 1967).

ED 014 978

COLLEGE FRESHMEN

A DESCRIPTION OF COLLEGE FRESH-MEN-I. STUDENTS WITH DIFFERENT CHOICES OF MAJOR FIELD.
ACT-RR-3-MAY-65

ED 014 742

CHARACTERISTICS OF FRESHMEN COL-LEGE STUDENTS IN NEED OF AND RE-CEPTIVE TO COUNSELLING.
BR-5-8207

ED 014 767

ENGLISH PROFICIENCY OF MALES AND FEMALES-IS THERE A DIFFERENCE.

ED 015 213

TWO EXPERIMENTAL APPROACHES TO FRESHMAN COMPOSITION-LECTURE-TUTORIAL AND TEAM TEACHING.

ED 015 214

COLLEGE GRADUATES

WOMEN UNIVERSITY GRADUATES IN CONTINUING EDUCATION AND EMPLOYMENT, AN EXPLORATORY STUDY INITIATED BY THE CANADIAN FEDERATION OF UNIVERSITY WOMEN 1966, AND LA FEMME DIPLOMEE FACE A L'EDUCATION PERMANENTE ET AU MONDE DU TRAVAIL.

ED 014 657

COLLEGE WOMEN SEVEN YEARS AFTER GRADUATION, RESURVEY OF WOMEN GRADUATES, CLASS OF 1957.
BULL-292

ED 015 277

COLLEGE, COLOR, AND EMPLOYMENT-RACIAL DIFFERENTIALS IN POSTGRA-DUATE EMPLOYMENT AMONG 1964 GRA-DUATES OF LOUISIANA COLLEGES.
REPORT-116

ED 015 332

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ED 014 944

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BR-6-1700

ED 015 177

COLLEGE INSTRUCTION

AN INVESTIGATION OF CLOSED-CIR-CUIT TELEVISION FOR TEACHING UNIV-ERSITY COURSES. INSTRUCTIONAL TELEVISION RESEARCH, REPORT NUM-BER TWO.

ED 014 871

COLLEGE LANGUAGE PRO-GRAMS

THE TEACHING OF FRENCH IN THE UNITED STATES-A HISTORY.

ED 014 918

THE RELATIONSHIP OF COMPREHEN-SION TO SPEECH PRODUCTION IN SE-COND LANGUAGE INSTRUCTION-PRO-PORTION AND SEQUENCE.
BR-6-3002

ED 014 927

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ED 014 983

COLLEGE PLANNING

EFFICIENT OPERATION AND ECONOMI-CAL EXPANSION OF UNDERGRADUATE TEACHING FACILITIES OF URBAN UNIVERSITIES. FINDINGS, CONCLUS-IONS, AND RECOMMENDATIONS BASED ON A CASE STUDY OF DREXEL INSTI-TUTE OF TECHNOLOGY, PHILADELPH-IA, PENNSYLVANIA.

ED 014 844

SPACE AND DOLLARS-AN URBAN UNIV-ERSITY EXPANDS. CASE STUDIES OF EDUCATIONAL FACILITIES, NUMBER 2.

ED 014 868

PLANNING GUIDELINES FOR CON-STRUCTION OF FACILITIES AT THE STATE-SUPPORTED COLLEGES AND UNIVERSITIES IN COLORADO.

ED 014 869

THE NEW CAMPUS IN BRITAIN-IDEAS OF CONSEQUENCE FOR THE UNITED STATES.

ED 014 870

COLLEGE PROGRAMS

A DESCRIPTION OF COLLEGE FRESH-MEN-I. STUDENTS WITH DIFFERENT CHOICES OF MAJOR FIELD.
ACT-RR-3-MAY-65

ED 014 742

NEW AREAS OF SOCIAL WORK FOR THE SUB-PROFESSIONAL.

ED 014 755

CONTINUING EDUCATION FOR WOMEN-A GROWING CHALLENGE.

ED 015 281

COLLEGE ROLE

THE DEVELOPMENT OF AUTONOMY.

ED 014 749

THE URBAN UNIVERSITY-AND THE FU-TURE OF OUR CITIES.

ED 014 811

THE CITY COLLEGE.

ED 014 962

AN INTRODUCTION TO AMERICAN JU-NIOR COLLEGES.

ED 014 988

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ED 015 127

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ED 015 139

COLLEGE STUDENTS

ANALYSIS OF COLLEGE DROPOUTS-SOME MANIFEST AND COVERT REAS-ONS.

ED 014 735

PERSISTENCE AND ATTRITION OF ENG-INEERING STUDENTS, A STUDY OF

- FRESHMAN AND SOPHOMORE ENGINEERING STUDENTS AT THREE MID-WESTERN UNIVERSITIES. ED 014 740
- A DESCRIPTION OF AMERICAN COLLEGE FRESHMEN. ACT-RR-1-MAR-65 ED 014 741
- PREVENTIVE PSYCHIATRY ON THE COLLEGE CAMPUS. ED 014 745
- THE DEVELOPMENT OF AUTONOMY. ED 014 749
- INSTITUTIONAL OBJECTIVES AND PATTERNS OF STUDENT CHANGE. ED 014 750
- THE YOUNG ADULT-A CONCEPTUAL FRAMEWORK. SUMMARY. ED 014 751
- AN UNDERGRADUATE SOCIAL WORK EDUCATION MODEL FOR THE MULTIVERSITY. ED 014 756
- THEY WENT TO COLLEGE-A DESCRIPTIVE SUMMARY OF THE CLASS OF 1965. ACE-RR-VOL-2-NO-5 ED 014 776
- THE PASS-FAIL SYSTEM AND THE CHANGE IN THE ACCOUNTING OF GRADES ON COMPREHENSIVE EXAMINATIONS AT KNOX COLLEGE. ED 014 788
- THE URBAN UNIVERSITY-AND THE FUTURE OF OUR CITIES. ED 014 811
- GROUP COUNSELING-PLUS-INCREASING SCHOOL SUCCESS OF JUNIOR COLLEGE STUDENTS. ED 014 955
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REPORT ON THE ANNUAL CONFERENCE ON THE NATURE AND DEMANDS OF TWO-YEAR COLLEGE TEACHING (5TH, BENNETT COLLEGE, MILLBROOK, NEW YORK, JUNE 12-17, 1967). ED 014 978
- COLLEGES**
TELEVISION AND EDUCATION, A BIBLIOGRAPHY. ED 014 872
- COMMITTEES**
TV FOR MONTANA EDUCATION, REPORT OF THE MONTANA EDUCATIONAL TELEVISION COMMITTEE. ED 014 898
- COMMUNICATION (THOUGHT TRANSFER)**
COMMUNICATION IMPACT, A CONCEPTUAL MODEL ANALYSIS OF INDIVIDUAL PREDISPOSITIONS AND THE ANALYSIS OF THE IMPACT OF A COUNTY CIVIL DEFENSE EDUCATIONAL PROGRAM. RURAL SOCIOLOGY REPORT 41S. ED 014 659
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- READING THE MANUAL ALPHABET-A RESEARCH PROGRAM FOR DEVELOPING A FILMED PROGRAM FOR TEACHING THE MANUAL ALPHABET. NDEA-VIIA-985 ED 014 836
- COMMUNICATIONS IN CAMPUS PLANNING. ED 014 861
- HUMAN RELATIONS IN AGRICULTURAL OCCUPATIONS. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 3. ED 015 235
- COMMUNICATION PROBLEMS**
CURRICULUM COORDINATION IN MULTICAMPUS JUNIOR COLLEGE DISTRICTS-CASE STUDIES IN COMMUNICATION. ED 014 948
- COMMUNICATION SKILLS**
THE 1965 THINKING STUDENT-THE 1985 THOUGHTFUL CITIZEN. ED 015 093
- ACADEMIC AND READING ACHIEVEMENT RELATED TO READING DIFFICULTIES. ED 015 102
- EDUCATION OF DEAF AND HARD OF HEARING ADULTS IN ESTABLISHED FACILITIES FOR THE NORMALLY HEARING. FINAL REPORT. ED 015 306
- COMMUNICATIONS**
COMPARISON OF CONVENTIONAL AND PROGRAMMED INSTRUCTION IN TEACHING COMMUNICATIONS PROCEDURES. NPRA-STB-67-20 ED 014 660
- COMMUNITY**
SO YOU WANT TO HELP MIGRANTS, SUGGESTIONS FOR CHURCHES AND THEIR COMMUNITIES WISHING TO ESTABLISH HELPING PROGRAMS FOR SEASONAL FARM WORKERS. ED 015 045
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REPORT OF RESEARCH PROJECT TO DETERMINE EFFECT OF MASS CIRCULATION OF MACOMB COUNTY COMMUNITY COLLEGE STUDENT NEWSPAPER ON PUBLIC IMAGE OF THE COLLEGE. ED 014 985
- COMMUNITY BENEFITS**
THE ROLE OF TECHNICAL SCHOOLS IN IMPROVING THE SKILLS AND EARNING CAPACITY OF RURAL MANPOWER, A CASE STUDY. FINAL REPORT. ED 015 329
- COMMUNITY CHARACTERISTICS**
INPUT-OUTPUT RELATIONSHIPS IN A SAMPLE OF CALIFORNIA PUBLIC JUNIOR COLLEGES. TR-1 ED 014 989
- COMMUNITY COLLEGES**
THE RAPID GROWTH OF COMMUNITY COLLEGES AND THEIR ACCESSIBILITY IN RURAL AREAS. ED 015 052
- OCCUPATIONAL EDUCATION AND TRAINING FOR TOMORROW'S WORLD OF WORK. NUMBER 4, COMMUNITY AND JUNIOR COLLEGES. ED 015 249
- AGRICULTURAL EDUCATION IN THE COMMUNITY COLLEGE. ED 015 300
- COMMUNITY DEVELOPMENT**
PROGRAMS FOR RURAL YOUTH-ARE THEY DOING THE JOB. ED 015 076
- COMMUNITY LEADERS**
GEORGIA STATE PLAN FOR COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS FOR FISCAL YEAR 1968 UNDER TITLE 1, HIGHER EDUCATION ACT OF 1965. ANNUAL AMENDMENT. ED 014 632
- THE ROLE OF EXTENSION EDUCATION IN A CHANGING COMMUNITY, A PROGRESS REPORT OF RESEARCH CONDUCTED IN THE STATE OF COLORADO. ED 014 639
- COMMUNITY PLANNING**
AN OVERVIEW OF COMMUNITY AND AREA PLANNING FOR RURAL YOUTH. ED 015 060
- COMMUNITY PROBLEMS**
GEORGIA STATE PLAN FOR COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS FOR FISCAL YEAR 1968 UNDER TITLE 1, HIGHER EDUCATION ACT OF 1965. ANNUAL AMENDMENT. ED 014 632
- COMMUNITY PROGRAMS**
TRAINING FOR INDEPENDENT LIVING, A COMMUNITY PROGRAM FOR SEVERELY RETARDED ADULTS. A THREE YEAR REPORT. ED 014 823
- COMMUNITY RELATIONS**
A STUDY OF COMMUNITY OPINION CONCERNING JUNIOR COLLEGE FUNCTIONS. ED 014 984

COMMUNITY ROLE

EDUCATIONAL TECHNOLOGY AND THE
DISADVANTAGED ADOLESCENT.
BR-5-0080-APPEND-B ED 015 219

COMMUNITY SUPPORT

DESEGREGATING CITY SCHOOLS.
ED 014 808

COMMUNITY SURVEYS

AN EDUCATIONAL AND CULTURAL SURVEY
OF SEWARD COUNTY, NEBRASKA.
FINAL REPORT.
PROJ-NO-DPSC-66-1102 ED 014 810

A STUDY OF COMMUNITY OPINION CONCERNING
JUNIOR COLLEGE FUNCTIONS.
ED 014 984

COMPARATIVE ANALYSIS

INSTRUCTIONAL ILLUSTRATIONS-A
SURVEY OF TYPES OCCURRING IN
PRINT MATERIALS FOR FOUR SUBJECT
AREAS.
NDEA-VIIIA-1381 ED 014 907

AN EVALUATION OF HEAD START PRESCHOOL
ENRICHMENT PROGRAMS AS
THEY AFFECT THE INTELLECTUAL ABILITY,
THE SOCIAL ADJUSTMENT, AND
THE ACHIEVEMENT LEVEL OF FIVE-
YEAR-OLD CHILDREN ENROLLED IN
LINCOLN, NEBRASKA.
OEO-543 ED 015 011

COMPARATIVE STUDIES OF A GROUP OF
HEAD START AND A GROUP OF NON-
HEAD START PRESCHOOL CHILDREN.
FINAL REPORT.
OEO-521 ED 015 013

LONG-TERM STUDY OF EDUCATIONAL
EFFECTIVENESS OF NEWLY FORMED
CENTRALIZED SCHOOL DISTRICTS IN
RURAL AREAS, PART TWO.
PROJ-1318 ED 015 044

MEXICAN-AMERICAN STUDY PROJECT.
ADVANCE REPORT 8, MEXICAN-AMERICANS
IN A MIDWEST METROPOLIS-A
STUDY OF EAST CHICAGO.
AR-8 ED 015 079

STUDENT MOBILITY IN SELECTED MINNEAPOLIS
SCHOOLS. REPORT NUMBER
1, MOBILITY OF ELEMENTARY SCHOOL
CHILDREN IN HIGH AND LOW DELINQUENCY
AREAS.
ED 015 216

COMPARATIVE EDUCATION

THE INTERNATIONAL WALDORF
SCHOOL MOVEMENT.
ED 015 019

INTERNATIONAL STUDY OF ACHIEVEMENT
IN MATHEMATICS, A COMPARISON
OF TWELVE COUNTRIES, VOLUME
I.
BR-5-0676-VOL-1 ED 015 129

INTERNATIONAL STUDY OF ACHIEVEMENT
IN MATHEMATICS, A COMPARISON
OF TWELVE COUNTRIES, VOLUME
II.
BR-5-0676-VOL-2 ED 015 130

COMPARATIVE TESTING

AN EVALUATION OF DIFFERENCES
AMONG DIFFERENT CLASSES OF HEAD
START PARTICIPANTS. FINAL REPORT.
OEO-1271 ED 015 012

COMPENSATORY EDUCATION

HANDBOOK FOR PROJECT HEAD START.
ED 015 018

HANDBOOK FOR THE FLORIDA MIGRATORY
CHILD COMPENSATORY PROGRAM,
PROGRAM ESTABLISHED UNDER THE
PROVISIONS OF TITLE I ESEA. PRELIMINARY
DRAFT.
ED 015 032

COMPOSITION (LITERARY)

MATERIALS AND METHODS FOR TEACHING
STRUCTURAL AND GENERATIVE
GRAMMAR TO HIGH SCHOOL STUDENTS
AND THEIR TEACHERS. FINAL REPORT.
CRP-H-144 ED 015 173

THE LAY READER PROGRAM IN ACTION.
ED 015 178

LET'S TEACH COMPOSITION-IMPRACTICALLY.
ED 015 185

THE EFFECT OF SPECIAL INSTRUCTION
ON THE ABILITY OF SEVENTH- AND
EIGHTH-GRADE PUPILS TO WRITE
COMPOSITION AND UNDERSTAND POETRY
AND SHORT FICTION. FINAL REPORT.
CRP-S-312 ED 015 190

ENGLISH COMPOSITION-A COLLEGE
PROBLEM, A STUDY OF THE COLLEGE
PREPARATION OF PROSPECTIVE
TEACHERS OF SECONDARY SCHOOL
ENGLISH.
ED 015 196

AN EXPERIMENTAL STUDY OF TWO
FIFTH-GRADE LANGUAGE-ARTS
PROGRAMS, AN ANALYSIS OF THE WRITING
OF CHILDREN TAUGHT LINGUISTIC
GRAMMARS COMPARED TO THOSE
TAUGHT TRADITIONAL GRAMMAR.
ED 015 197

ORAL-AURAL-VISUAL STIMULI APPROACH
TO TEACHING WRITTEN COMPOSITION
TO 9TH GRADE STUDENTS.
FINAL REPORT.
PROJ-NO-5-03892-12-1 ED 015 204

CLASSROOM PRACTICES DEEMED EFFECTIVE
BY NINETY-EIGHT PARTICIPANTS IN 1966
NDEA ENGLISH INSTITUTES.
ED 015 208

ENGLISH PROFICIENCY OF MALES AND
FEMALES-IS THERE A DIFFERENCE.
ED 015 213

TWO EXPERIMENTAL APPROACHES TO
FRESHMAN COMPOSITION-LECTURE-
TUTORIAL AND TEAM TEACHING.
ED 015 214

COMPOSITION SKILLS (LITERARY)

ORAL DRILLS AND WRITING IMPROVEMENT
IN THE FOURTH GRADE.
ED 015 179

LET'S TEACH COMPOSITION-IMPRACTICALLY.
ED 015 185

COMPREHENSION

FACTORS AFFECTING THINKING AND
COMPREHENSION SKILLS.
ED 015 097

COMPREHENSION DEVELOPMENT

THE RELATIONSHIP OF COMPREHENSION
TO SPEECH PRODUCTION IN SECOND
LANGUAGE INSTRUCTION-PROPORTION
AND SEQUENCE.
BR-6-3002 ED 014 927

COMPUTATIONAL LINGUISTICS

SPECIFICATION AND UTILIZATION OF A
TRANSFORMATIONAL GRAMMAR.
IBM-RC-SR-1 ED 014 688

COMPUTER ASSISTED INSTRUCTION

COMPUTER ADMINISTERED INSTRUCTION
VERSUS TRADITIONALLY ADMINISTERED
INSTRUCTION, ECONOMICS.
RPP-31-67 ED 014 644

A DISCUSSION OF EDUCATIONAL TECHNOLOGY
WITH EMPHASIS ON COMPUTER-ASSISTED
INSTRUCTION.
TN-29 ED 014 890

THE LEARNING RESEARCH AND DEVELOPMENT
CENTER'S COMPUTER ASSISTED LABORATORY.
REPRINT-6 ED 014 901

THE USE OF THE COMPUTER FOR TESTING,
PROGRAMMING AND INSTRUCTION.
ED 015 098

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EDUCATION LITERACY COURSES
FOR USE WITH COMPUTER ASSISTED
INSTRUCTION OF DISADVANTAGED
YOUTH AND ADULTS. TECHNICAL
PROGRESS REPORT.
BR-6-1458-PR-1 ED 015 230

COMPUTER BASED LABORATORIES

THE LEARNING RESEARCH AND DEVELOPMENT
CENTER'S COMPUTER ASSISTED LABORATORY.
REPRINT-6 ED 014 901

COMPUTER ORIENTED PROGRAMS

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POLICY RESEARCH. FINAL REPORT-PART
I.
TM-3645-003-00 ED 014 622

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POLICY RESEARCH. FINAL REPORT-PART
II (APPENDICES).
TM-3645-004-00 ED 014 623

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PROGRAMMING AND INSTRUCTION.
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ED 014 781

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ED 014 831

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ED 014 888

A SUBJECT HEADING AUTHORITY LIST, COMPUTER PREPARED-THE SHAL PROGRAM.

P-3485

ED 015 000

CONCEPT FORMATION

READING INSTRUCTION AND COGNITIVE PROCESSES.

ED 015 095

CONCEPTUAL SCHEMES

THE YOUNG ADULT-A CONCEPTUAL FRAMEWORK. SUMMARY.

ED 014 751

THE CONCEPT OF SYSTEM.

BR-5-0217-20

ED 014 786

LEADERSHIP IN NEGOTIATIONS AND THE COMPLEXITY OF CONCEPTUAL STRUCTURE.

TR-3

ED 014 802

COMMUNICATIONS IN CAMPUS PLANNING.

ED 014 861

PRINCIPLES AND PROBLEMS IN THE PREPARATION OF PROGRAMMED LEARNING SEQUENCES.

CRP-691-4

ED 014 895

CONDITIONED RESPONSE

CONTINGENCY MANAGEMENT IN THE MODIFICATION OF VERBAL BEHAVIOR IN DISADVANTAGED CHILDREN.

ED 014 782

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ED 015 136

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CONFERENCES

PRACTICAL GUIDE TO CONFERENCE LEADERSHIP.

ED 014 646

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CER-16

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TM-L-660

ED 014 874

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ED 014 882

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ED 014 883

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ED 014 884

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NEWS SUPPLEMENT NUMBER FOUR.

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TELEVISION IN MATHEMATICS EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER FIVE.

ED 014 886

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ED 014 887

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ED 014 888

SUMMER WRITING CONFERENCE TO CONTINUE DEVELOPMENT OF MATERIALS IN EXPRESSION OF IDEAS (ENGLISH) AND QUANTITATIVE THINKING (MATHEMATICS) TO BE USED IN PRE-COLLEGE CENTERS FOR STUDENTS FROM LOW-INCOME FAMILIES. FINAL REPORT.

BR-6-1700

ED 015 177

HOW HIGH SCHOOL COUNSELORS CAN ASSIST STUDENTS TO SUCCESSFULLY ENTER GOVERNMENT AND INDUSTRY, WORKSHOP ON VOCATIONAL AND OCCUPATIONAL GUIDANCE IN THE SIXTIES AND SEVENTIES (MAY 8-9, 1964).

ED 015 250

CONFLICT

FACULTY-ADMINISTRATION RELATIONSHIPS-WHY THE CONFLICT.

ED 014 951

CONSERVATION EDUCATION

PLANNING A NATURE CENTER.

ED 015 126

CONSTRUCTION COSTS

TOWARDS AN ECONOMICAL FLEXIBILITY.

RR-3

ED 014 856

RELATIONSHIP OF COST TO THE GEOMETRY OF A BUILDING.

RR-5

ED 014 857

CONSTRUCTION NEEDS

PLANNING GUIDELINES FOR CONSTRUCTION OF FACILITIES AT THE STATE-SUPPORTED COLLEGES AND UNIVERSITIES IN COLORADO.

ED 014 869

CONTEXT CLUES

A LINGUISTIC STUDY OF CUES AND MISCELS IN READING.

ED 015 087

CONTINUATION HIGH SCHOOLS

THE HIGH SCHOOL COMPLETION PROGRAM FOR ADULTS AND OUT-OF-SCHOOL YOUTH.

MSDPI-BULL-370

ED 014 687

CONTRASTIVE LINGUISTICS

TRANSLATION AS A BASIS FOR CONTRASTIVE LINGUISTIC ANALYSIS.

ED 014 919

CONTROLLED ENVIRONMENT

ENVIRONMENT FOR LEARNING, A RESEARCH STUDY IN SECONDARY SCHOOL DESIGN.

FORM NO-AC489

ED 014 850

SPATIAL APPROACH TO PLANNING THE PHYSICAL ENVIRONMENT.

RR-2

ED 014 855

A SCHOOL FOR ALL SEASONS.

SR-VOL-1-NO-24

ED 014 965

CONVENTIONAL INSTRUCTION

COMPARISON OF CONVENTIONAL AND PROGRAMED INSTRUCTION IN TEACHING AVIONICS FUNDAMENTALS.

STB-66-16

ED 014 679

COOPERATIVE EDUCATION

ORIENTATION TO THE SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 2.

ED 015 234

COOPERATIVE PLANNING

COMMUNICATIONS IN CAMPUS PLANNING.

ED 014 861

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ED 014 621

COSTS

REPORT OF CONFERENCE ASSEMBLED TO CONSIDER RECOMMENDATIONS RELATIVE TO A POSSIBLE REVIEW AND ASSESSMENT OF RESEARCH AND DISSEMINATION PROJECTS CONDUCTED UNDER TITLE VII OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958.

TM-L-660

ED 014 874

DESIGN FOR ETV-PLANNING FOR SCHOOLS WITH TELEVISION.

ED 014 905

COUNSELING

CHARACTERISTICS OF FRESHMEN COLLEGE STUDENTS IN NEED OF AND RECEPTIVE TO COUNSELLING.

BR-5-8207

ED 014 767

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SP-2576-001-01

ED 014 781

COUNSELING EFFECTIVENESS

FOLLOW-UP OF 1965 FRESHMEN WHO DID NOT RETURN FOR FALL SEMESTER, 1966.

ED 014 987

COUNSELING PROGRAMS

EVALUATION ISSUES IN PROGRAMS FOR DISADVANTAGED CHILDREN, THE USE OF NON-TEST PROCEDURES.

ED 014 759

COUNSELOR TRAINING

REPORT OF THE INTERAGENCY TASK FORCE ON COUNSELING.

ED 014 761

COUNSELORS

ANALYSIS OF COLLEGE DROPOUTS-SOME MANIFEST AND COVERT REASONS.

ED 014 735

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ED 014 810

COURSE DESCRIPTIONS

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ED 014 882

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ED 014 883

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ED 014 899

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ED 014 965

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ED 015 210

COURSE OBJECTIVES

THE DERIVATION, ANALYSIS, AND CLASSIFICATION OF INSTRUCTIONAL OBJECTIVES.

TR-66-4

ED 014 793

COURSES

COURSE OUTLINE FOR AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS.

ED 015 232

COVERT RESPONSE

SUBVOCAL SPEECH DURING SILENT
READING.
CRP-2643

ED 015 115

CREATIVE TEACHING

TOWARDS A SYNTHESIS.

ED 015 182

CREATIVE THINKING

CUES AND CLUES IN THE CREATIVE
CLASSROOM.
NDEA BULLETIN-312

ED 014 896

CREATIVITY

THE 1965 UNIVERSITY OF UTAH RE-
SEARCH CONFERENCE ON THE IDENT-
IFICATION OF CREATIVE SCIENTIFIC
TALENT (1ST, BRIGHTON, AUGUST 27-30,
1965.)

ED 015 123

LEARNING AND CREATIVITY WITH SPE-
CIAL EMPHASIS ON SCIENCE.

ED 015 133

CRITICAL READING

READING INSTRUCTION AND COGNI-
TIVE PROCESSES.

ED 015 095

READING-A THINKING PROCESS.

ED 015 096

CRITICAL THINKING

READING INSTRUCTION AND COGNI-
TIVE PROCESSES.

ED 015 095

TOWARDS A SYNTHESIS.

ED 015 182

CROSS CULTURAL TRAINING

TRAINING TASKS AND MEDIATOR ORIE-
NTATION IN HETEROCULTURAL
NEGOTIATIONS.
TR-54-67-10

ED 014 658

CULTURAL BACKGROUND

BEGINNING CHINESE READER, PART I.
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BR-5-1253

ED 014 700

CHARACTER TEXT FOR ADVANCED
CHINESE. YALE LINGUISTIC SERIES.
BR-6-8633

ED 014 703

CULTURAL CONTEXT

CULTURE IN LANGUAGE LEARNING.
REPORTS OF THE WORKING COMMIT-
TEES OF THE NORTHEAST CONFER-
ENCE ON THE TEACHING OF FOREIGN
LANGUAGES, 1960.

ED 014 938

CULTURAL DIFFERENCES

TRAINING TASKS AND MEDIATOR ORIE-
NTATION IN HETEROCULTURAL
NEGOTIATIONS.

TR-54-67-10

ED 014 658

CULTURAL DISADVANTAGE- MENT

WHAT WE HAVE LEARNED FROM CUR-
RENT PROGRAMS AND RESEARCH
ABOUT DISADVANTAGED PRE-SCHOOL
AND ELEMENTARY SCHOOL CHILDREN.

ED 014 744

CULTURAL FACTORS

SOCIAL AND CULTURAL FACTORS RE-
LATED TO SCHOOL ACHIEVEMENT.
FINAL REPORT.

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ED 014 763

THE EFFECTS OF MONTESSORI EDUCA-
TIONAL TECHNIQUES ON CULTURALLY
DISADVANTAGED HEAD START CHILD-
REN.

OEO-631

ED 015 009

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MEXICAN-AMERICAN STUDY PROJECT.
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RAPHY.

AR-3

ED 015 078

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EDUCATIONAL MEDIA AND THE INHU-
MAN CONDITION.

BR-5-0080-PT-1-APPEND-D

ED 015 220

CULTURAL OPPORTUNITIES

RECREATIONAL AND CULTURAL OP-
PORTUNITIES AVAILABLE TO RURAL
YOUTH.

ED 015 070

RECREATION AND CULTURAL OPPORT-
UNITIES.

ED 015 071

CULTURALLY DISADVANTAGED

REPORT OF A RESEARCH AND DEMONS-
TRATION PROJECT FOR CULTURALLY
DISADVANTAGED CHILDREN IN THE
ANCONA MONTESSORI SCHOOL.
ILL-CAP-66-9255

ED 015 014

EXPANDING HORIZONS FOR MUSIC
THERAPY-COMPENSATORY EDUCA-
TION FOR THE CULTURALLY HANDIC-
APPED.

ED 015 056

EDUCATIONAL MEDIA AND THE INHU-
MAN CONDITION.

BR-5-0080-PT-1-APPEND-D

ED 015 220

CULTURE

THE SAMOYED PEOPLES AND LANGUA-
GES. URALIC AND ALTAIC SERIES, VO-
LUME 14.

P-99

ED 014 713

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REPORTS OF THE WORKING COMMIT-
TEES OF THE NORTHEAST CONFER-
ENCE ON THE TEACHING OF FOREIGN
LANGUAGES, 1960.

ED 014 938

LIFE STYLES IN RURAL AMERICA-
THEIR CONSEQUENCES AND THEIR
OUTLOOK.

ED 015 048

CULTURE FREE TESTS

THE JOHNS HOPKINS PERCEPTUAL
TEST-ITS DEVELOPMENT AND CUR-
RENT STATUS AS A MEASURE OF INTEL-
LECTUAL FUNCTIONING.

ED 014 754

CURIOSITY

THE 1965 THINKING STUDENT-THE 1965
THOUGHTFUL CITIZEN.

ED 015 083

CURRENT EVENTS

A STUDY OF THE OBJECTIVITY OF MA-
TERIALS USED IN CURRENT EVENTS
INSTRUCTION IN SECONDARY SCHOOL
SOCIAL STUDIES CLASSROOMS.

CRP-S-261

ED 014 796

CURRICULUM

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RETARDED CHILDREN.

ED 014 825

GUIDING THE RETARDED CHILD, AN AP-
PROACH TO A TOTAL EDUCATIONAL
PROGRAM.

ED 014 835

BUILDING CURRICULAR STRUCTURES
FOR SCIENCE WITH SPECIAL REF-
ERENCE TO THE JUNIOR HIGH SCHOOL.

ED 015 134

DIMENSIONS OF CHANGE IN HIGHER
EDUCATION, CONFERENCE ON INNOVA-
TION (3D, BARD COLLEGE, ANNANDALE-
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STUDIES. BULLETIN OF THE SCHOOL OF
EDUCATION, INDIANA UNIVERSITY.

ED 015 141

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CULUM CONTENT AND OF METHODS ON
THE PART OF BEGINNING ELEMENT-
ARY SCHOOL TEACHERS AND PROSPEC-
TIVE TEACHERS AT VARIOUS STAGES
OF PREPARATION.

ED 015 160

THE HUMANITIES AND THE CURRICUL-
UM.

ED 015 192

CURRICULUM CONTENT

DIFFERENTIATING OBJECTIVES AND
BEHAVIORS IN A CITY-WIDE CURRICU-
LUM GUIDE IN READING.

ED 015 084

CURRICULUM DEVELOPMENT

THE COLLEGIATE CURRICULUM, AN AP-
PROACH TO ANALYSIS.

RES-MONOGRAPH-NO-11

ED 014 790

A STUDY OF THE CONCENTRATION OF
EDUCATIONAL MEDIA RESOURCES TO
ASSIST IN CERTAIN EDUCATION PRO-
GRAMS OF NATIONAL CONCERN. PART
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TIONAL EDUCATION. FINAL REPORT.

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ED 014 906

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- GRASS ROOTS CURRICULUM IMPROVEMENT. ED 015 188
- ENGLISH COMPOSITION-A COLLEGE PROBLEM, A STUDY OF THE COLLEGE PREPARATION OF PROSPECTIVE TEACHERS OF SECONDARY SCHOOL ENGLISH. ED 015 196
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- MEDIA AND THE CULTURALLY DISADVANTAGED. BR-5-0080-PT-APPEND-E ED 015 221
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- DECISION MAKING**
FACTORS IN EDUCATIONAL DECISIONS AMONG PUBLIC SCHOOL PUPILS. ED 014 730
- SCOPE STATE PROFILE-GRADE TWELVE, 1966, MASSACHUSETTS. A DESCRIPTIVE REPORT. ED 014 739
- TEACHER PARTICIPATION IN THE COMMUNITY, ROLE EXPECTATIONS AND BEHAVIOR. BR-5-0217-23 ED 014 798

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ED 015 068

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ED 014 782

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ED 014 783

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ED 014 730

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OF HIGH SCHOOLS WITH SELECTED
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NITIVE GROWTH IN DIFFERENT KINDS
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RENT PROGRAMS AND RESEARCH
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AND ELEMENTARY SCHOOL CHILDREN.
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PHOENIX TOO FREQUENT.
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INSERVICE EDUCATION-PERSPEC-
TIVES FOR EDUCATORS.
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FAMILY INCOME

WORKING WOMEN AND THE AMERICAN
ECONOMY.

ED 015 282

FAMILY ROLE

INNOVATIONS IN THE STRUCTURE OF
EDUCATION.

ED 015 159

FARM LABOR PROBLEMS

FARM LABOR IN THE UNITED STATES.

ED 015 041

FARM MANAGEMENT

AGRICULTURAL EXTENSION.

ED 014 627

FARM OCCUPATIONS

FARM LABOR IN THE UNITED STATES.

ED 015 041

FARMERS

FARM LABOR IN THE UNITED STATES.

ED 015 041

FEASIBILITY STUDIES

EFFICIENT OPERATION AND ECONOMI-
CAL EXPANSION OF UNDERGRADUATE
TEACHING FACILITIES OF URBAN
UNIVERSITIES. FINDINGS, CONCLUS-
IONS, AND RECOMMENDATIONS BASED
ON A CASE STUDY OF DREXEL INSTI-
TUTE OF TECHNOLOGY, PHILADELPH-
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EDUCATIONAL FACILITIES, NUMBER 2.

ED 014 868

SELF-DIRECTION AND PROGRAMED INSTRUCTION FOR FIVE DIFFERENT TYPES OF LEARNING OBJECTIVES. FINAL TECHNICAL REPORT.
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FEDERAL AID

REPORT OF THE INTERAGENCY TASK FORCE ON COUNSELING.
ED 014 761

IMPROVING ENGLISH INSTRUCTION IN THE PUBLIC SCHOOL THROUGH TITLE III, NDEA.
ED 015 191

FEDERAL GOVERNMENT

THE STRUGGLE FOR CONTROL OF EDUCATION.
ED 015 158

FEDERAL LEGISLATION

THE DETERMINATION OF LEGAL FACTS AND ECONOMIC GUIDEPOSTS WITH RESPECT TO THE DISSEMINATION OF SCIENTIFIC AND EDUCATIONAL INFORMATION AS IT IS AFFECTED BY COPY-RIGHT-A STATUS REPORT. FINAL REPORT.
ED 014 621

FEDERAL PROGRAMS

MEN WANT WORK. REPORT TO THE UNITED STATES DEPARTMENT OF LABOR, OFFICE OF MANPOWER AUTOMATION AND TRAINING.
ED 014 640

THE HEAT IN OUR KITCHEN.
ED 014 809

REPORT OF CONFERENCE ASSEMBLED TO CONSIDER RECOMMENDATIONS RELATIVE TO A POSSIBLE REVIEW AND ASSESSMENT OF RESEARCH AND DISSIMINATION PROJECTS CONDUCTED UNDER TITLE VII OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958.
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ED 015 309

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ED 015 274

FEED STORES

FEEDS SALES AND SERVICE. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 7.
ED 015 239

FEEDBACK

AN INVESTIGATION OF "TEACHING MACHINE" VARIABLES USING LEARNING PROGRAMS IN SYMBOLIC LOGIC.
CRP-691-2 ED 014 880

FEMALES

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ED 014 657

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ED 014 675

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NAS-PUB-1293 ED 014 737

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BULL-292 ED 015 277

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ED 015 281

YOUR TALENTS-LET'S NOT WASTE THEM.
ED 015 283

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BOND ISSUE-WHAT SHALL WE DO, TECHNIQUES USED IN PROMOTING SCHOOL BOND ELECTIONS.
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FINE ARTS

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FINNISH

BASIC COURSE IN FINNISH. URALIC AND ALTAIC SERIES, VOLUME 27.
P-57 ED 014 694

FINNO UGRIC LANGUAGES

THE FINNO-UGRIC PEOPLES. URALIC AND ALTAIC SERIES, VOLUME 39.
P-75 ED 014 695

FLES PROGRAMS

THE NON-SPECIALIST TEACHER IN FLES.
ED 014 921

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THE NON-SPECIALIST TEACHER IN FLES.
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ED 014 647

FOLK CULTURE

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P-76

ED 014 695

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THE MDTA E AND D PROJECT CONDUCTED
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BSSR-969

ED 013 967

FOLLOW-UP OF 1965 FRESHMEN WHO
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ED 014 987

SIX MONTHS LATER--A COMPARISON OF
CHILDREN WHO HAD HEAD START, SUMMER,
1965, WITH THEIR CLASSMATES IN
KINDERGARTEN, A CASE STUDY OF THE
KINDERGARTENS IN FOUR PUBLIC
ELEMENTARY SCHOOLS, NEW YORK
CITY. STUDY I.

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ED 015 025

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ED 015 029

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ED 015 030

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HIS JOB LOSS 2 1/2 YEARS LATER. AUTOMATION
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ED 015 285

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TERMINATIONS, WAVE II - INITIAL
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AUGUST 15, 1966 TO DECEMBER 15, 1966,
AN INTERIM REPORT.

STUDY-1729

ED 015 318

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SCHOOL LUNCH DESIGN CRITERIA, 1965.

ED 014 851

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THE CITY COLLEGE.

SR-2

ED 014 962

SPECIAL STUDY ON JUNIOR COLLEGES.

ED 014 963

COLLEGES OF APPLIED ARTS AND
TECHNOLOGY-BASIC DOCUMENTS.

ED 014 982

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THE IMPACT OF THE PUBLIC LAW 480
PROGRAM ON OVERSEAS ACQUISITIONS
BY AMERICAN LIBRARIES, PROCEEDINGS
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THE DIVISION OF CASEWORK RESPONSIBILITY
AS A METHOD OF WORKING WITH
EMOTIONALLY DISTURBED CHILDREN
IN FOSTER CARE. FINAL REPORT.

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COLLEGE, REPORT OF A WORKSHOP FOR
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ED 014 976

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UNITED STATES--A HISTORY.

ED 014 918

TECHNICAL DICTIONARY, ENGLISH-
FRENCH.

ED 014 924

FUELS

PETROLEUM AND PETROLEUM PRODUCTS
SALES AND SERVICE. AGRICULTURAL
SUPPLY - SALES AND SERVICE
OCCUPATIONS, MODULE NUMBER 11.

ED 015 243

FUNCTIONAL ILLITERACY

TEACHING ADULTS TO READ.

ED 014 680

GAME THEORY

DECISION-MAKING UNDER UNCERTAINTY
AND PROBLEM SOLVING--A GESTALT
THEORETICAL VIEWPOINT.

P-2156

ED 014 804

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TEACHING SCIENCE AT THE SECONDARY
STAGE, A HANDBOOK ON THE
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A PILOT APPROACH TOWARD

USING THE JOB ENVIRONMENT IN
EVALUATING BOTH GENERAL AND
VOCATIONAL EDUCATION.

ED 015 231

COSTS AND RETURNS OF TECHNICAL
EDUCATION, A PILOT STUDY.

ED 015 247

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STUDIES ON INDIVIDUAL DIFFERENCES
RELATED TO PERFORMANCE ON
PROGRAMMED INSTRUCTION.

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COUNTY, FLORIDA.

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ED 014 626

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MONGOLS OF THE TWENTIETH CENTURY,
PART I. URALIC AND ALTAIC
SERIES, VOLUME 37, PART I.

P-66

ED 014 704

GEOMETRY

THE TEACHER'S ROLE IN CLASSES
USING SELF-STUDY MATERIALS.

ED 015 169

GERMAN

A VOCABULARY PROGRAM USING
"LANGUAGE REDUNDANCY."

CRP-691-1

ED 014 879

TELEVISION IN FOREIGN LANGUAGE
EDUCATION. NATIONAL CENTER FOR
SCHOOL AND COLLEGE TELEVISION
NEWS SUPPLEMENT NUMBER SEVEN.

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TERMS FOR THE TEACHER OF MODERN
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GOVERNANCE

RECOMMENDATIONS FOR ESTABLISHING
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COLLEGES.

ED 014 957

A POLICY PLAN FOR COMMUNITY COLLEGE
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C-67738

ED 014 958

GOVERNMENT ROLE

AGRICULTURAL EXTENSION.

ED 014 627

EDUCATIONAL PLANNING.

ED 014 807

GRADE ORGANIZATION

MIDDLE SCHOOL SURVEY OF NEW YORK STATE.

ED 015 162

GRADE 1

A TWO-YEAR LONGITUDINAL STUDY TO DETERMINE THE ABILITY OF FIRST GRADE CHILDREN TO LEARN TO READ USING THE EARLY-TO-READ I/T/A PROGRAM.

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RR-07-07-1967

ED 015 081

GRADE 6

CHILDREN CAN BE TAUGHT TO SPELL.

ED 015 194

GRADE 7

AN EXPERIMENT TO IMPROVE THE REASONING ABILITY OF SEVENTH-GRADE STUDENTS. FINAL REPORT.

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ED 014 765

CHILDREN CAN BE TAUGHT TO SPELL.

ED 015 194

GRADE 8

STUDIES ON INDIVIDUAL DIFFERENCES RELATED TO PERFORMANCE ON PROGRAMED INSTRUCTION.

CRP-3129

ED 014 908

CHILDREN CAN BE TAUGHT TO SPELL.

ED 015 194

GRADING

THE PASS-FAIL SYSTEM AND THE CHANGE IN THE ACCOUNTING OF GRADES ON COMPREHENSIVE EXAMINATIONS AT KNOX COLLEGE.

ED 014 788

THE LAY READER PROGRAM IN ACTION.

ED 015 178

GRADUATE STUDY

AN ANALYSIS OF GRADUATE WORK IN INSTITUTIONS WITH PROGRAMS FOR INDUSTRIAL ARTS EDUCATION PERSONNEL.

MONOGRAPH-1

ED 015 270

GRADUATE SURVEYS

THE CLERGYMAN'S NEEDS FOR CONTINUING EDUCATION.

ED 014 651

THE CHARACTERISTICS OF HARTNELL STUDENTS.

ED 014 947

COLLEGE WOMEN SEVEN YEARS AFTER GRADUATION, RESURVEY OF WOMEN GRADUATES, CLASS OF 1957.

BULL-292

ED 015 277

GRADUATES

COSTS AND RETURNS OF TECHNICAL EDUCATION, A PILOT STUDY.

ED 015 247

GRADUATION REQUIREMENTS

THE PASS-FAIL SYSTEM AND THE CHANGE IN THE ACCOUNTING OF GRADES ON COMPREHENSIVE EXAMINATIONS AT KNOX COLLEGE.

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SPECIFICATION AND UTILIZATION OF A TRANSFORMATIONAL GRAMMAR.

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ED 014 688

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BR-5-1224

ED 014 698

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NDEA-VI-333

ED 014 707

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P-68

ED 014 715

YAKUT MANUAL. URALIC AND ALTAIC SERIES, VOLUME 21.

P-63

ED 014 716

GROUP COUNSELING

GROUP COUNSELING-PLUS-INCREASING SCHOOL SUCCESS OF JUNIOR COLLEGE STUDENTS.

ED 014 955

GROUP THERAPY

THE GROUP AS A REINFORCER OF REALITY-A POSITIVE APPROACH IN THE TREATMENT OF ADOLESCENTS.

ED 014 758

GROUPING (INSTRUCTIONAL PURPOSES)

PROGRAMMED INSTRUCTION IN THE IN-TACT CLASSROOM.

CRP-1343-2

ED 014 877

MOTIVATIONAL VARIABLES IN PROGRAMMED LEARNING. THE ROLE OF NEED ACHIEVEMENT, FEAR OF FAILURE, AND STUDENT ESTIMATE OF ACHIEVEMENT AS A FUNCTION OF PROGRAM DIFFICULTY.

BR-5-1381

ED 014 909

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ED 015 120

GROUPING PROCEDURES

A BRIEF SUMMARY OF RESEARCH ON INTERCLASS GROUPING AT THE ELEMENTARY SCHOOL LEVEL.

ED 015 120

GUIDANCE COUNSELING

GUIDANCE AND COUNSELING IN RURAL JOB CORPS CENTERS. FINAL REPORT.

ED 015 319

GUIDELINES

THE DETERMINATION OF LEGAL FACTS AND ECONOMIC GUIDELINES WITH RESPECT TO THE DISSEMINATION OF SCIENTIFIC AND EDUCATIONAL INFORMATION AS IT IS AFFECTED BY COPY-RIGHT-A STATUS REPORT. FINAL REPORT.

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A STUDY OF CURRENT PRACTICES AND DEVELOPMENT OF AN ADVISORY COMMITTEE HANDBOOK.

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ED 015 084

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ED 015 188

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ED 015 224

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ED 015 325

GUIDES

FACULTY HANDBOOKS RESTUDIED.

ED 014 953

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ED 014 845

HANDICAPPED STUDENTS

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ED 015 314

HEALTH

TELEVISION IN HEALTH AND PHYSICAL EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER FOUR.

ED 014 985

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PHS-33

ED 015 046

HEALTH EDUCATION

DRUG ABUSE--ESCAPE TO NOWHERE.

244-07816

ED 015 124

NARCOTIC DRUG ADDICTION. NIMH-MONOGR-2

ED 015 125

PLANNING FOR HEALTH EDUCATION IN SCHOOLS.

ED 015 135

HEALTH FACILITIES

A COLLEGE HEALTH CENTER.

ED 014 846

HEALTH NEEDS

PROGRAMS FOR RURAL YOUTH-ARE THEY DOING THE JOB.

ED 015 054

HEALTH OCCUPATIONS EDUCATION

FACILITIES FOR EDUCATION IN VA HOSPITALS. FINAL REPORT.

ED 014 853

HEALTH PROGRAMS

REPORT OF THE COMMITTEE ON SCHOOL HEALTH OF THE AMERICAN ACADEMY OF PEDIATRICS.

ED 014 743

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PHS-33

ED 015 046

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PROGRAMS FOR RURAL YOUTH-ARE THEY DOING THE JOB.

ED 015 054

COMPREHENSIVE HEALTH SERVICES FOR THE RURAL POOR.

ED 015 063

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THE NATURE AND NURTURE OF INTELLIGENCE. LOUISVILLE TWIN STUDY, RESEARCH REPORT NUMBER 20.

ED 014 731

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ED 014 732

HIGH SCHOOL GRADUATES

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ED 015 231

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ED 014 639

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BR-6-2179

ED 014 665

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ED 014 739

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NEW YORK CITY'S USE OF PROGRAMED INSTRUCTION, WITH EMPHASIS ON READING.

ED 015 101

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HIGHER ADULT EDUCATION-ITS PRESENT AND FUTURE, ANALYSIS AND PROJECTIONS BASED ON SIX YEARS OF PROGRAM AND REGISTRATION DATA, 1960-1966.

ED 014 648

FOR A POLICY OF ADULT EDUCATION AT THE POST-SECONDARY LEVEL, BRIEF TO THE MINISTER OF EDUCATION OF QUEBEC.

ED 014 656

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COMMUNICATIONS IN CAMPUS PLANNING.

ED 014 861

TELEVISION FACILITIES IN HIGHER EDUCATION IN NEW YORK STATE.

ED 014 873

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ED 014 884

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ED 014 902

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ED 015 127

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ED 015 211

HISTORICAL REVIEWS

CONTINUING EDUCATION FOR ADULTS THROUGH THE AMERICAN PUBLIC LIBRARY, 1833-1964.

ED 014 667

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TN-29

ED 014 890

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ED 014 918

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64-3208

ED 014 682

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ED 014 639

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ED 015 235

HUMAN RELATIONS PROGRAMS

A HUMAN RELATIONS TRAINING PROGRAM FOR HOSPITAL PERSONNEL.

ED 014 638

HUMANITIES

THE HUMANITIES AND EDUCATIONAL ADMINISTRATION-RATIONALES AND RECOMMENDATIONS.

ED 014 806

INCORPORATING HUMANITIES CONTENT INTO PREPARATORY PROGRAMS FOR EDUCATIONAL ADMINISTRATORS-RATIONALES AND STRATEGIES.

ED 014 818

THE HUMANITIES AND THE CURRICULUM.

ED 015 192

HUMANITIES INSTRUCTION

LITERATURE IN HUMANITIES PROGRAMS.

ED 015 193

ANNOTATED HUMANITIES PROGRAMS.
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AND METHODS FOR THE INTRODUCT-
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IMPROVEMENT

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ED 015 324

INCOME

ESTIMATES OF SCHOOL STATISTICS,
1966-67.
RR-1966-R20 ED 014 784

COSTS AND RETURNS OF TECHNICAL
EDUCATION, A PILOT STUDY.
ED 015 247

INDEPENDENT STUDY

SELF-DIRECTION AND PROGRAMED IN-
STRUCTION FOR FIVE DIFFERENT
TYPES OF LEARNING OBJECTIVES.
FINAL TECHNICAL REPORT.
AIR-D10-12-63-TR-B ED 014 875

AN EXAMINATION OF THE STRUCTURE
AND EFFECTIVENESS OF SLIDE-TAPES
PRODUCED BY RATIONAL ANALYSIS
AND SELF-SEQUENCING TECHNIQUES.
R-58 ED 014 891

EFFECTS OF MATHEMATICAL ABILITY,
PRETRAINING, AND INTEREST ON
SELF-DIRECTION IN PROGRAMED IN-
STRUCTION.
AIR-D10-10-63-TR ED 014 914

SELF-DIRECTION IN PROGRAMED GEO-
GRAPHY INSTRUCTION.
AIR-D10-11-63-TR-A ED 014 915

MEMORY SPAN AND SELF-DIRECTION
IN SERIAL LEARNING OF NAMES.
AIR-D10-12-63-TR-A ED 014 917

INDEXING

FILE ORGANIZATION AND SEARCH
STRATEGY USING THE UNIVERSAL DE-
CIMAL CLASSIFICATION IN MECHA-
NIZED REFERENCE RETRIEVAL SYST-
EMS.
AIP-UDC-5 ED 014 994

OPERATIONS OF A DOCUMENT RETRIE-
VAL SYSTEM USING A CONTROLLED
VOCABULARY. FINAL SUMMARY RE-
PORT, DECEMBER 1, 1964-NOVEMBER 30,
1965.
AFML-TR-66-36 ED 014 997

A SUBJECT HEADING AUTHORITY LIST,
COMPUTER PREPARED--THE SHAL
PROGRAM.
P-3485 ED 015 000

STUDY AND TEST OF A METHODOLOGY
FOR LABORATORY EVALUATION OF
MESSAGE RETRIEVAL SYSTEMS. INTER-
IM REPORT.
C-66257 ED 015 001

STUDENT INDEXER TRAINING PRO-
GRAM AND THE IMPROVED OPERATION
OF A DOCUMENT RETRIEVAL SYSTEM.
FINAL SUMMARY REPORT.
AFRM-TR-66-391 ED 015 002

INDIVIDUAL CHARACTERISTICS

HEREDITARY FACTORS IN NORMAL
PERSONALITY TRAITS (AS MEASURED
BY INVENTORIES). LOUISVILLE TWIN
STUDY, RESEARCH REPORT NUMBER 19.
ED 014 732

2800 PERSONALITY TRAIT DESCRI-
PTORS--NORMATIVE OPERATING
CHARACTERISTICS FOR A UNIVERSITY
POPULATION.
UM-08310-1-T ED 014 738

A DESCRIPTION OF AMERICAN COL-
LEGE FRESHMEN.
ACT-RR-1-MAR-65 ED 014 741

CHARACTERISTICS OF FRESHMEN COL-
LEGE STUDENTS IN NEED OF AND RE-
CEPTIVE TO COUNSELLING.
BR-5-8207 ED 014 767

THEY WENT TO COLLEGE--A DESCRI-
PTIVE SUMMARY OF THE CLASS OF 1965.
ACE-RR-VOL-2-NO-5 ED 014 776

URBAN DISADVANTAGED PUPILS, A
SYNTHESIS OF 99 RESEARCH REPORTS.
BR-6-2871 ED 015 228

OVERTIME HOURS AND PREMIUM PAY,
MAY 1965, SPECIAL LABOR FORCE RE-
PORT NUMBER 72.
MON-LABOR-REV-REPRINT-2499
ED 015 292

INDIVIDUAL DIFFERENCES

STUDIES ON INDIVIDUAL DIFFERENC-
ES RELATED TO PERFORMANCE ON
PROGRAMED INSTRUCTION.
CRP-3129 ED 014 908

FACTORS AFFECTING THINKING AND
COMPREHENSION SKILLS.
ED 015 097

INDIVIDUAL INSTRUCTION

THE EDUCATION OF INDIVIDUALS.
WORKING-PAPER-12 ED 014 785

INDIVIDUALIZED LANGUAGE ARTS,
WHY NOT.
ED 015 189

INDIVIDUAL NEEDS

CHARACTERISTICS OF FRESHMEN COL-
LEGE STUDENTS IN NEED OF AND RE-
CEPTIVE TO COUNSELLING.
BR-5-8207 ED 014 767

IMPLICATIONS OF CHILD GROWTH AND
DEVELOPMENT FOR SCHOOL PLANT
DESIGN.
RR-6 ED 014 858

INDIVIDUALIZED CURRICULUM

INDIVIDUALIZED LANGUAGE ARTS,
WHY NOT.
ED 015 189

INDIVIDUALIZED PROGRAMS

THE EDUCATION OF INDIVIDUALS.
WORKING-PAPER-12 ED 014 785

THE PROCESS OF INTEGRATION.

ED 014 813

A PROFILE OF THE SEATTLE PUBLIC
SCHOOLS' NEW BEACON LEARNING
CENTER, A SCHOOL PROPOSED FOR THE
CONTINUOUS EDUCATIONAL PROGRESS
OF CHILDREN IN GRADES FOUR
THROUGH SEVEN.

ED 015 227

INDIVIDUALIZED READING

PROCEDURES FOR EVALUATING
GROWTH IN READING SKILLS.

ED 015 092

INDUCTIVE METHODS

TWO APPROACHES TO TEACHING SYNT-
AX. INDIANA UNIVERSITY ENGLISH
CURRICULUM STUDY SERIES.
BR-5-0677-3 ED 015 199

INDUSTRIAL ARTS

AN ANALYSIS OF GRADUATE WORK IN
INSTITUTIONS WITH PROGRAMS FOR IN-
DUSTRIAL ARTS EDUCATION PERSONN-
EL.
MONOGRAPH-1 ED 015 270

INDUSTRIAL STRUCTURE

THE FOREMAN PROBLEM IN JAPANESE
INDUSTRY.

ED 014 654

INDUSTRIAL TRAINING

RESEARCH INFORMATION SOURCES IN
TRAINING, A COMPREHENSIVE SURVEY
OF PRESENT AND PLANNED RESOURCE-
S.

ED 014 636

INDUSTRY

MANAGERIAL AND SUPERVISORY EDU-
CATIONAL NEEDS OF BUSINESS AND
INDUSTRY IN PENNSYLVANIA (AND)
SURVEY REPORT OF MANAGERIAL AND
SUPERVISORY EDUCATIONAL NEEDS
OF BUSINESS AND INDUSTRY IN PENN-
SYLVANIA.

ED 014 631

QUANTITATIVE DECISION TOOLS AND
MANAGEMENT DEVELOPMENT PROG-
RAMS.

ED 014 637

THE FOREMAN PROBLEM IN JAPANESE INDUSTRY.

ED 014 654

UNION RETRAINING PROGRAMS AND THE ROLE OF COLLECTIVE BARGAINING IN COMBATING CHRONIC UNEMPLOYMENT.

ED 014 677

THE EXECUTIVE AND EDUCATION.

ED 014 685

INFORMATION DISSEMINATION

THE DETERMINATION OF LEGAL FACTS AND ECONOMIC GUIDEPOSTS WITH RESPECT TO THE DISSEMINATION OF SCIENTIFIC AND EDUCATIONAL INFORMATION AS IT IS AFFECTED BY COPYRIGHT-A STATUS REPORT. FINAL REPORT.

ED 014 621

A STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES TO ASSIST IN CERTAIN EDUCATION PROGRAMS OF NATIONAL CONCERN. PART II-EDUCATIONAL MEDIA AND VOCATIONAL EDUCATION. FINAL REPORT.

BR-5-0080-FR ED 014 906

INFORMATION PROCESSING

THE DESIGN OF A MAN-MACHINE COUNSELING SYSTEM. A PROFESSIONAL PAPER.

SP-2576-001-01 ED 014 781

SYSTEM DEVELOPMENT PLAN FOR A NATIONAL CHEMICAL INFORMATION SYSTEM.

ED 014 998

SYSTEM PERFORMANCE SPECIFICATION FOR A NATIONAL CHEMICAL INFORMATION SYSTEM.

ED 014 999

A SUBJECT HEADING AUTHORITY LIST, COMPUTER PREPARED-THE SHAL PROGRAM.

P-3485 ED 015 000

STUDY AND TEST OF A METHODOLOGY FOR LABORATORY EVALUATION OF MESSAGE RETRIEVAL SYSTEMS. INTERIM REPORT.

C-66257 ED 015 001

AUTOMATIC INTRODUCTION OF INFORMATION INTO A REMOTE-ACCESS SYSTEM-A PHYSICS LIBRARY CATALOG. TECHNICAL REPORT.

MSEE-67-09 ED 015 004

INFORMATION RETRIEVAL

FILE ORGANIZATION AND SEARCH STRATEGY USING THE UNIVERSAL DECIMAL CLASSIFICATION IN MECHANIZED REFERENCE RETRIEVAL SYSTEMS.

AIP-UDC-5 ED 014 994

OPERATIONS OF A DOCUMENT RETRIEVAL SYSTEM USING A CONTROLLED VOCABULARY. FINAL SUMMARY REPORT, DECEMBER 1, 1964-NOVEMBER 30, 1965.

AFML-TR-66-36 ED 014 997

STUDY AND TEST OF A METHODOLOGY FOR LABORATORY EVALUATION OF

MESSAGE RETRIEVAL SYSTEMS. INTERIM REPORT.

C-66257 ED 015 001

STUDENT INDEXER TRAINING PROGRAM AND THE IMPROVED OPERATION OF A DOCUMENT RETRIEVAL SYSTEM. FINAL SUMMARY REPORT.

AFRM-TR-66-391 ED 015 002

SOCIAL SCIENCES INFORMATION SYSTEMS WORKSHOP PROCEEDINGS (WARRENTON, VIRGINIA, MAY 8-11, 1966).

ED 015 003

INFORMATION RETRIEVAL CALIF. STATE COLL

A COMMUNICATIONS SYSTEM FOR HIGHER EDUCATION. FINAL REPORT.

CRP-E-034 ED 014 902

INFORMATION SCIENCE

INFORMATION SCIENCE-OUTLINE, ASSESSMENT, INTERDISCIPLINARY DISCUSSION. REPORT FOR JUNE, 1965-JUNE, 1966.

ED 014 996

INFORMATION SERVICES

AN ANALYSIS OF QUESTIONS AND ANSWERS IN LIBRARIES. STUDIES IN THE MAN-SYSTEM INTERFACE IN LIBRARIES, REPORT NO. 1.

R-1 ED 014 995

INFORMATION SOURCES

RESEARCH INFORMATION SOURCES IN TRAINING, A COMPREHENSIVE SURVEY OF PRESENT AND PLANNED RESOURCES.

ED 014 636

INFORMATION STORAGE

A COMMUNICATIONS SYSTEM FOR HIGHER EDUCATION. FINAL REPORT.

CRP-E-034 ED 014 902

FILE ORGANIZATION AND SEARCH STRATEGY USING THE UNIVERSAL DECIMAL CLASSIFICATION IN MECHANIZED REFERENCE RETRIEVAL SYSTEMS.

AIP-UDC-5 ED 014 994

INFORMATION SYSTEMS

INCEPTION, DESIGN AND IMPLEMENTATION OF A MANAGEMENT INFORMATION SYSTEM.

STATEMENT-1 ED 014 792

INSTITUTIONAL RESEARCH AND INFORMATION CONTROL.

ED 014 794

INFORMATION SCIENCE-OUTLINE, ASSESSMENT, INTERDISCIPLINARY DISCUSSION. REPORT FOR JUNE, 1965-JUNE, 1966.

ED 014 996

SYSTEM DEVELOPMENT PLAN FOR A NATIONAL CHEMICAL INFORMATION SYSTEM.

ED 014 998

SYSTEM PERFORMANCE SPECIFICATION FOR A NATIONAL CHEMICAL INFORMATION SYSTEM.

ED 014 999

SOCIAL SCIENCES INFORMATION SYSTEMS WORKSHOP PROCEEDINGS (WARRENTON, VIRGINIA, MAY 8-11, 1966).

ED 015 003

A REGIONAL CAREER INFORMATION CENTER, DEVELOPMENT AND PROCESS.

BR-6-1620 ED 015 260

DETERMINE THE FEASIBILITY OF DEVELOPING A MODEL DESCRIBING THE FLOW OF OCCUPATIONAL AND ECONOMIC INFORMATION INTO THE SECONDARY VOCATIONAL-TECHNICAL SCHOOL. FINAL REPORT.

BR-6-1544 ED 015 273

INFORMATION UTILIZATION

AN ANALYSIS OF QUESTIONS AND ANSWERS IN LIBRARIES. STUDIES IN THE MAN-SYSTEM INTERFACE IN LIBRARIES, REPORT NO. 1.

R-1 ED 014 995

INITIAL TEACHING ALPHABET

MISSOURI ADULT VOCATIONAL-LITERACY MATERIALS DEVELOPMENT PROJECT. FINAL REPORT.

BR-5-0094 ED 014 650

A TWO-YEAR LONGITUDINAL STUDY TO DETERMINE THE ABILITY OF FIRST GRADE CHILDREN TO LEARN TO READ USING THE EARLY-TO-READ I/T/A PROGRAM.

RR-07-07-1967 ED 015 081

INJURIES

STUDIES IN WORKMEN'S COMPENSATION AND RADIATION INJURY. VOLUME I, FEDERAL-STATE COOPERATION IN IMPROVEMENT OF WORKMEN'S COMPENSATION LEGISLATION, AND PROCEEDINGS OF A WORKSHOP.

ED 015 274

STUDIES IN WORKMEN'S COMPENSATION AND RADIATION INJURY. VOLUME II, THE INCIDENCE, NATURE AND ADJUDICATION OF WORKMEN'S COMPENSATION CLAIMS INVOLVING RADIATION EXPOSURE AND DELAYED INJURY.

ED 015 275

STUDIES IN WORKMEN'S COMPENSATION AND RADIATION INJURY. VOLUME III, A REPORT ON IONIZING RADIATION RECORD KEEPING.

ED 015 276

INNER SPEECH (SUBVOCAL)

SUBVOCAL SPEECH DURING SILENT READING.

CRP-2643 ED 015 115

INNOVATION

THE STUDENT AS LEARNER.

ED 014 762

THE EXPERIMENTAL JUNIOR COLLEGE. (TITLE SUPPLIED).

ED 014 952

INSERVICE COURSES

VOCATIONAL-EDUCATIONAL INFORMATION WORKSHOP FOR RURAL GUIDANCE WORKERS (WESTERN ILLINOIS UNIVERSITY, AUGUST 15-26, 1966).
BR-6-2208 ED 015 042

INSERVICE EDUCATION

A WORKSHOP APPROACH TO READING PROBLEMS.
ED 015 083

INSERVICE TEACHER EDUCATION

CUES AND CLUES IN THE CREATIVE CLASSROOM.
NDEA BULLETIN-312 ED 014 896

"BREAKTHROUGH," IN-SERVICE EDUCATION FOR ALL SCHOOLS.
BREAKTHROUGH-NO-2 ED 015 147

INSERVICE EDUCATION-PERSPECTIVES FOR EDUCATORS.
ED 015 161

SELF TAUGHT-A PAINLESS APPROACH.
ED 015 168

REGIONAL SEMINAR FOR STATE LEADERS IN VOCATIONAL EDUCATION ON IN-SERVICE EDUCATION. CENTER SEMINAR AND CONFERENCE REPORT, NUMBER 3.
BR-5-1005-CR-3 ED 015 264

INSTITUTES (TRAINING PROGRAMS)

MEDIA AND THE CULTURALLY DISADVANTAGED.
BR-5-0080-PT-APPEND-E ED 015 221

INSTITUTIONAL FACILITIES

FACILITIES FOR EDUCATION IN VA HOSPITALS. FINAL REPORT.
ED 014 853

INSTITUTIONAL RESEARCH

INSTITUTIONAL RESEARCH AND INFORMATION CONTROL.
ED 014 794

THE MERRITT CAMPUS STUDY-A STUDY OF 1,463 STUDENTS WHO ENTERED THE MERRITT CAMPUS, OAKLAND COLLEGE, FALL SEMESTER 1960. REPORTS 1-3.
ED 014 973

NEW FRONTIERS IN ADMINISTRATION FOR JUNIOR COLLEGE ADMINISTRATORS, PROCEEDINGS OF A CONFERENCE SPONSORED BY COORDINATING COMMITTEE CALIFORNIA LEADERSHIP PROGRAM, UNIVERSITY OF WASHINGTON, AND WASHINGTON STATE UNIVERSITY (SEATTLE, APRIL 2-4, 1962).
ED 014 979

TIME FOR INSTRUCTIONAL RESEARCH.
ED 014 990

INSTRUCTION

REPORT OF THE CONFERENCE ON INTERDISCIPLINARY ACTIVITIES (SEATTLE, JUNE 28-JULY 2, 1965).
ED 015 127

AUTHENTIC INVOLVEMENT IN INTERDISCIPLINARY DESIGN, PROCEEDINGS OF CONFERENCE ON ENGINEERING DESIGN EDUCATION (3D, CARNEGIE INSTITUTE OF TECHNOLOGY, JULY 12-13, 1965).
ED 015 128

TEACHING SCIENCE AT THE SECONDARY STAGE, A HANDBOOK ON THE TEACHING OF SCIENCE TO THE AVERAGE PUPIL.
ED 015 137

THE DEVELOPMENT OF NEW SUPPLEMENTARY TEACHING MATERIALS AND AN ANALYSIS OF THEIR POTENTIAL USE IN THE HIGH SCHOOL BIOLOGY CURRICULUM. FINAL REPORT.
CRP-S-451 ED 015 138

DIMENSIONS OF CHANGE IN HIGHER EDUCATION, CONFERENCE ON INNOVATION (3D, BARD COLLEGE, ANNANDALE-ON-HUDSON, NEW YORK, JANUARY 25-28, 1967). CONFERENCE SUMMARY.
ED 015 139

INSTRUCTIONAL AIDS

JOB PERFORMANCE AIDS AND THEIR IMPACT ON MANPOWER UTILIZATION.
WDL-TR 3276 ED 015 316

INSTRUCTIONAL DESIGN

THE DERIVATION, ANALYSIS, AND CLASSIFICATION OF INSTRUCTIONAL OBJECTIVES.
TR-66-4 ED 014 793

DERIVING, SPECIFYING, AND USING INSTRUCTIONAL OBJECTIVES.
PROFESSIONAL-PAPER-10-66 ED 014 795

INSTRUCTIONAL FILMS

IMMEDIATE LEARNING REINFORCEMENT IN A COMPLEX MENTAL-MOTOR SKILL, (DRIVER TRAINING) USING MOTION PICTURES - PHASE III. FINAL REPORT.
BR-6-2179 ED 014 665

SELF TAUGHT-A PAINLESS APPROACH.
ED 015 168

INSTRUCTIONAL IMPROVEMENT

TIME FOR INSTRUCTIONAL RESEARCH.
ED 014 990

UPGRADING ISOLATED SMALL SCHOOL PROGRAMS, THE WESTERN STATES SMALL SCHOOLS PROJECT.
ED 015 067

A WORKSHOP APPROACH TO READING PROBLEMS.
ED 015 083

INSTRUCTIONAL INNOVATION

TRAINING THE NONPROFESSIONAL.
ED 014 642

THE INNOVATION AND SHARING OF TEACHING PRACTICES I-A STUDY OF PROFESSIONAL ROLES AND SOCIAL STRUCTURES IN SCHOOLS. FINAL REPORT.
CRP-2636 ED 014 816

SOCIAL STRUCTURE AND INNOVATION IN ELEMENTARY SCHOOLS.
BR-5-0268-1 ED 014 817

INSTRUCTIONAL MATERIALS

A GUIDE TO HOUSEKEEPING.
ED 014 624

A READABILITY ANALYSIS OF RANDOMLY SELECTED BASIC EDUCATION AND VOCATIONAL EDUCATION CURRICULUM MATERIALS USED AT THE ATTENBURY JOB CORPS CENTER AS MEASURED BY THE GUNNING FOG INDEX.
ED 014 628

AN INVESTIGATION OF MATERIALS AND METHODS FOR THE INTRODUCTORY STAGE OF ADULT LITERACY EDUCATION.
ED 014 629

TEACHING ADULTS TO READ.
ED 014 680

BASIC COURSE IN FINNISH. URALIC AND ALTAIC SERIES, VOLUME 27.
P-57 ED 014 694

BASHKIR MANUAL, DESCRIPTIVE GRAMMAR AND TEXTS WITH A BASHKIR-ENGLISH GLOSSARY. URALIC AND ALTAIC SERIES, VOLUME 36.
P-68 ED 014 715

YAKUT MANUAL. URALIC AND ALTAIC SERIES, VOLUME 21.
P-63 ED 014 716

BIFF AND TIFF. MIAMI LINGUISTIC READERS, INTRODUCTORY UNIT AND LEVEL ONE-A. TEACHERS MANUAL.
ED 014 721

CUES AND CLUES IN THE CREATIVE CLASSROOM.
NDEA BULLETIN-312 ED 014 896

DIRECTORY OF ASSOCIATIONS, SOCIETIES, AND ORGANIZATIONS WITH RESOURCES FOR JUNIOR COLLEGE VOCATIONAL-TECHNICAL EDUCATION. REVIEW DRAFT.
ED 014 967

HANDBOOK FOR THE FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM. PROGRAM ESTABLISHED UNDER THE PROVISIONS OF TITLE I ESEA. PRELIMINARY DRAFT.
ED 015 032

ESTIMATING READING ABILITY LEVEL FROM THE AQE GENERAL APTITUDE INDEX.
PRL-TR-66-1 ED 015 105

MECHANICAL AIDS IN THE TEACHING OF READING.
WP-3 ED 015 109

THE DEVELOPMENT OF NEW SUPPLEMENTARY TEACHING MATERIALS AND AN ANALYSIS OF THEIR POTENTIAL USE IN THE HIGH SCHOOL BIOLOGY CURRICULUM. FINAL REPORT.
CRP-S-451 ED 015 138

CURRENT RESEARCH IN SOCIAL STUDIES. BULLETIN OF THE SCHOOL OF EDUCATION, INDIANA UNIVERSITY.

ED 015 141

IMPROVING ENGLISH INSTRUCTION IN THE PUBLIC SCHOOL THROUGH TITLE III, NDEA.

ED 015 191

EDUCATIONAL TECHNOLOGY AND THE DISADVANTAGED ADOLESCENT. BR-5-0080-APPEND-B

ED 015 219

A DISTRIBUTIVE EDUCATION GUIDE TO AVAILABLE LITERATURE.

ED 015 251

THE REMEDIAL EDUCATION PROGRAM. A DESCRIPTION OF ITS STRUCTURE, CURRICULUM DESIGN, COURSES OF STUDY, AND A SELECTED SAMPLE OF TESTED TEACHING UNITS.

ED 015 256

ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, WINTER 1967.

ED 015 336

MICROFICHE COLLECTION OF DOCUMENTS REPORTED IN ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, WINTER 1967.

ED 015 349

INSTRUCTIONAL MATERIALS CENTERS

MORE EFFECTIVE USE OF SCHOOL LIBRARIES.

ED 015 122

INSTRUCTIONAL MEDIA

EVALUATIONS OF SUMMER 1966 NDEA INSTITUTES FOR EDUCATIONAL MEDIA SPECIALISTS AND SCHOOL LIBRARY PERSONNEL.

BR-5-0270

ED 014 892

A STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES TO ASSIST IN CERTAIN EDUCATION PROGRAMS OF NATIONAL CONCERN. PART II-EDUCATIONAL MEDIA AND VOCATIONAL EDUCATION. FINAL REPORT.

BR-5-0080-FR

ED 014 906

INSTRUCTIONAL PROGRAMS

THE EDUCATION OF INDIVIDUALS. WORKING-PAPER-12

ED 014 785

THE IMPACT OF NEW IDEAS IN EDUCATION, VOLUME II.

ED 015 038

INSTRUCTIONAL STAFF

ESTIMATES OF SCHOOL STATISTICS, 1966-67.

RR-1966-R20

ED 014 784

INSTRUCTIONAL TECHNOLOGY

MAN-MACHINE SYSTEMS IN EDUCATION.

ED 014 888

EDUCATIONAL TECHNOLOGY AND THE DISADVANTAGED ADOLESCENT.

BR-5-0080-APPEND-B

ED 015 219

MEDIA AND THE CULTURALLY DISADVANTAGED.

BR-5-0080-PT-APPEND-E

ED 015 221

INSTRUCTIONAL TELEVISION

AN INVESTIGATION OF CLOSED-CIRCUIT TELEVISION FOR TEACHING UNIVERSITY COURSES. INSTRUCTIONAL TELEVISION RESEARCH, REPORT NUMBER TWO.

ED 014 871

TELEVISION AND EDUCATION, A BIBLIOGRAPHY.

ED 014 872

TELEVISION FACILITIES IN HIGHER EDUCATION IN NEW YORK STATE.

ED 014 873

AN EVALUATION OF CLOSED-CIRCUIT INSTRUCTIONAL TELEVISION IN LOS ANGELES CITY COLLEGE AND LOS ANGELES VALLEY COLLEGE. FINAL REPORT.

ED 014 878

INSTRUCTIONAL TELEVISION IN MUSIC EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER ONE.

ED 014 882

INSTRUCTIONAL TELEVISION IN ART EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER TWO.

ED 014 883

TELEVISION IN HIGHER EDUCATION-SOCIAL WORK EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER THREE.

ED 014 884

TELEVISION IN HEALTH AND PHYSICAL EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER FOUR.

ED 014 885

TELEVISION IN MATHEMATICS EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER FIVE.

ED 014 886

TELEVISION IN SCIENCE EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER SIX.

ED 014 887

TELEVISION IN FOREIGN LANGUAGE EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER SEVEN.

ED 014 889

TV FOR MONTANA EDUCATION, REPORT OF THE MONTANA EDUCATIONAL TELEVISION COMMITTEE.

ED 014 898

LEARNING FROM TELEVISION, WHAT THE RESEARCH SAYS.

ED 014 900

THE NON-SPECIALIST TEACHER IN FLES.

ED 014 921

TELEVISION AND COLLEGE INSTRUCTION.

ED 014 961

INTEGRATED CURRICULUM

LITERATURE IN HUMANITIES PROGRAMS.

ED 015 193

INTEGRATION EFFECTS

THE CHANGES IN PSYCHOLINGUISTIC FUNCTIONING OF CHILDREN AFTER ONE YEAR IN AN "INTEGRATED" SCHOOL.

BR-6-1784-1

ED 015 217

REPORT ON DIFFERENCES IN ETHNIC LEARNING STYLES.

ED 015 253

INTEGRATION METHODS

THE NEGRO AND EQUAL EMPLOYMENT OPPORTUNITIES, A REVIEW OF MANAGEMENT EXPERIENCES IN TWENTY COMPANIES.

ED 015 308

INTELLECTUAL DEVELOPMENT

SIX MONTHS LATER-A COMPARISON OF CHILDREN WHO HAD HEAD START, SUMMER, 1965, WITH THEIR CLASSMATES IN KINDERGARTEN, A CASE STUDY OF THE KINDERGARTENS IN FOUR PUBLIC ELEMENTARY SCHOOLS, NEW YORK CITY. STUDY I.

OEO-141-61-STUD-1

ED 015 025

INTELLIGENCE FACTORS

THE NATURE AND NURTURE OF INTELLIGENCE. LOUISVILLE TWIN STUDY, RESEARCH REPORT NUMBER 20.

ED 014 731

INTELLIGENCE LEVEL

INTELLECTUAL AND EDUCATIONAL CORRELATES OF LOW BIRTH WEIGHT.

ED 014 779

INTELLIGENCE TESTS

EXPERIMENTAL EXPLORATIONS IN PROGRAMMED INSTRUCTION AND OBJECTIVE TESTING MEASURES, REPORT OF THE "VARIABLES INFLUENCING BEHAVIOR" PROJECT, PAPER 2.

ED 014 662

THE JOHNS HOPKINS PERCEPTUAL TEST-ITS DEVELOPMENT AND CURRENT STATUS AS A MEASURE OF INTELLECTUAL FUNCTIONING.

ED 014 754

INTERACTION PROCESS ANALYSIS

CHANGES IN THE VERBAL INTERACTION PATTERNS OF SECONDARY SCIENCE STUDENT TEACHERS WHO HAVE HAD TRAINING IN INTERACTION

ANALYSIS AND THE RELATIONSHIP OF THESE CHANGES TO THE VERBAL INTERACTION OF THEIR COOPERATING TEACHERS. FINAL REPORT. SUMMARY REPORT.
BR-6-8078 ED 015 148

INTERCULTURAL PROGRAMS

CULTURE, LITERATURE, AND ARTICULATION. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1955.

ED 014 940

INTERDISCIPLINARY APPROACH

SCHOOL PHOBIA-A SYSTEMS APPROACH.

ED 014 752

THE HUMANITIES AND EDUCATIONAL ADMINISTRATION-RATIONALES AND RECOMMENDATIONS.

ED 014 806

INCORPORATING HUMANITIES CONTENT INTO PREPARATORY PROGRAMS FOR EDUCATIONAL ADMINISTRATORS-RATIONALES AND STRATEGIES.

ED 014 818

INTERGROUP RELATIONS

MEXICAN-AMERICAN STUDY PROJECT. ADVANCE REPORT 8, MEXICAN-AMERICANS IN A MIDWEST METROPOLIS-A STUDY OF EAST CHICAGO.
AR-8

ED 015 079

INTERMEDIATE GRADES

SCIENCE FOR THE EIGHTS-TWELVES.

ED 015 131

A PROFILE OF THE SEATTLE PUBLIC SCHOOLS' NEW BEACON LEARNING CENTER, A SCHOOL PROPOSED FOR THE CONTINUOUS EDUCATIONAL PROGRESS OF CHILDREN IN GRADES FOUR THROUGH SEVEN.

ED 015 227

INTERNATIONAL EDUCATION

A GUIDE TO UNDERSTANDING WORLD AFFAIRS.

ED 014 666

INTERNSHIP PROGRAMS

A HUMAN RELATIONS TRAINING PROGRAM FOR HOSPITAL PERSONNEL.

ED 014 638

INTERPERSONAL RELATIONSHIP

THE GROUP AS A REINFORCER OF REALITY-A POSITIVE APPROACH IN THE TREATMENT OF ADOLESCENTS.

ED 014 758

THE DEVELOPMENT OF SELF-OTHER RELATIONSHIPS DURING PROJECT HEADSTART.
OEO-511

ED 015 008

HUMAN RELATIONS TRAINING AND ITS EFFECT ON THE TEACHER-LEARNING PROCESS IN THE SOCIAL STUDIES.

ED 015 145

INTERVIEWS

THE DESIGN OF A MAN-MACHINE COUNSELING SYSTEM. A PROFESSIONAL PAPER.

SP-2576-001-01

ED 014 781

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ED 014 783

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SO YOU WANT TO HELP MIGRANTS, SUGGESTIONS FOR CHURCHES AND THEIR COMMUNITIES WISHING TO ESTABLISH HELPING PROGRAMS FOR SEASONAL FARM WORKERS.
ED 015 045

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ED 014 726

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MOTIVATION TECHNIQUES

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RR-1 ED 014 854

MULTICAMPUS DISTRICTS

CURRICULUM COORDINATION IN MULTICAMPUS JUNIOR COLLEGE DISTRICTS.-CASE STUDIES IN COMMUNICATION.
ED 014 948

MULTIPLE CHOICE TESTS

A FOLIO OF ILLUSTRATIVE EXERCISES FROM CHICAGO CITY JUNIOR COLLEGE ENGLISH AND GENERAL COURSE FINAL EXAMINATIONS.
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PLANNING A NATURE CENTER.
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NEEDS

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RR-6 ED 014 858

NEGRO DIALECTS

NEGRO CHILDREN'S DIALECT IN THE INNER CITY.
ED 014 725

NEGRO EDUCATION

DOES SCHOOL INTEGRATION CONFLICT WITH QUALITY EDUCATION.
ED 014 812

NEGRO EMPLOYMENT

THE NEGRO AND EQUAL EMPLOYMENT OPPORTUNITIES, A REVIEW OF MANAGEMENT EXPERIENCES IN TWENTY COMPANIES.
ED 015 308

NEGRO PARTICIPATION IN APPRENTICESHIP PROGRAMS.
ED 015 327

COLLEGE, COLOR, AND EMPLOYMENT-RACIAL DIFFERENTIALS IN POSTGRADUATE EMPLOYMENT AMONG 1964 GRADUATES OF LOUISIANA COLLEGES.
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NEGRO STUDENTS

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CRP-2071 ED 014 763

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THE SOCIALIZATION OF ACADEMIC

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NEW YORK UNIVERSITY'S HARLEM SEMINARS.
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ED 014 757

NURSES

LEADERSHIP PERFORMANCE OF NURSING SUPERVISORS AT TWO ORGANIZATIONAL LEVELS.
TR-48-67-4 ED 014 791

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ED 015 146

NURSING

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NUTRITION

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A FOLIO OF ILLUSTRATIVE EXERCISES FROM CHICAGO CITY JUNIOR COLLEGE ENGLISH AND GENERAL COURSE FINAL EXAMINATIONS.
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INTRA-LIST SIMILARITY AND MAGNI-
TITUDE OF THE VON RESTORFF EFFECT.
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THE DIVISION OF CASEWORK RESPON-
SIBILITY AS A METHOD OF WORKING
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DREN IN FOSTER CARE. FINAL REPORT.
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PARENTS

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PROGRAM PROPOSALS

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ED 014 678

PROGRAMED INSTRUCTION

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COMPARISON OF CONVENTIONAL AND PROGRAMMED INSTRUCTION IN TEACHING COMMUNICATIONS PROCEDURES.
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STB-66-16

ED 014 679

READING THE MANUAL ALPHABET-A RESEARCH PROGRAM FOR DEVELOPING A FILMED PROGRAM FOR TEACHING THE MANUAL ALPHABET.
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ED 014 836

REPETITION AND SPACED REVIEW IN THE LEARNING OF CONNECTED DISCOURSE.
CRP-1343-1

ED 014 876

PROGRAMMED INSTRUCTION IN THE INTACT CLASSROOM.
CRP-1343-2

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A VOCABULARY PROGRAM USING "LANGUAGE REDUNDANCY."
CRP-691-1

ED 014 879

AN INVESTIGATION OF "TEACHING MACHINE" VARIABLES USING LEARNING PROGRAMS IN SYMBOLIC LOGIC.
CRP-691-2

ED 014 880

THE RULEG SYSTEM FOR THE CONSTRUCTION OF PROGRAMMED VERBAL LEARNING SEQUENCES.
CRP-691-3

ED 014 894

PRINCIPLES AND PROBLEMS IN THE PREPARATION OF PROGRAMMED LEARNING SEQUENCES.
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TEACHING MACHINES AND PROGRAMMED LEARNING IN THE SOVIET BLOC-A SURVEY OF THE PUBLISHED LITERATURE, 1962-1963.
JPRS-23-280

ED 014 903

STUDIES ON INDIVIDUAL DIFFERENCES RELATED TO PERFORMANCE ON PROGRAMED INSTRUCTION.
CRP-3129

ED 014 908

MOTIVATIONAL VARIABLES IN PROGRAMMED LEARNING. THE ROLE OF NEED ACHIEVEMENT, FEAR OF FAILURE, AND STUDENT ESTIMATE OF ACHIEVEMENT AS A FUNCTION OF PROGRAM DIFFICULTY.
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ED 014 909

PREDICTION OF EFFECTS WITH SELECTED CHARACTERISTICS OF LINEAR PROGRAMMED INSTRUCTION. FINAL REPORT.
BR-5-0954

ED 014 912

EFFECTS OF MATHEMATICAL ABILITY, PRETRAINING, AND INTEREST ON SELF-DIRECTION IN PROGRAMED INSTRUCTION.
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SELF-DIRECTION IN PROGRAMED GEOGRAPHY INSTRUCTION.
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NEW YORK CITY'S USE OF PROGRAMED INSTRUCTION, WITH EMPHASIS ON READING.

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THE TEACHER'S ROLE IN CLASSES USING SELF-STUDY MATERIALS.

ED 015 169

PROGRAMED MATERIALS

NEW YORK CITY'S USE OF PROGRAMED INSTRUCTION, WITH EMPHASIS ON READING.

ED 015 101

PROGRAMED TEXTS

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PROGRAMING

PROCEEDINGS OF THE CONFERENCE ON PROGRAMED LEARNING AND RESEARCH IN ADULT EDUCATION (NAIROBI, JUNE 12-19, 1966).

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PROGRAMS

A BEGINNING READING PROGRAM FOR THE LINGUISTICALLY HANDICAPPED.

ED 015 043

SO YOU WANT TO HELP MIGRANTS, SUGGESTIONS FOR CHURCHES AND THEIR COMMUNITIES WISHING TO ESTABLISH HELPING PROGRAMS FOR SEASONAL FARM WORKERS.

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THE EXPANDING RANGE OF OCCUPATIONAL AND TRAINING SERVICES FOR RURAL YOUTH.

ED 015 062

PROGRAMS FOR RURAL YOUTH-ARE THEY DOING THE JOB.

ED 015 076

PROJECTS

AN UMBRELLA OF THREE EDUCATIONAL IMPROVEMENT PROGRAMS - ONE EACH IN-OVERTON COUNTY, TENNESSEE, WEWAHITCHKA, FLORIDA, WHEELER COUNTY, GEORGIA. THE RURAL EDUCATION IMPROVEMENT PROJECT.

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UPGRADING ISOLATED SMALL SCHOOL PROGRAMS, THE WESTERN STATES SMALL SCHOOLS PROJECT.

ED 015 087

MEDIA AND THE CULTURALLY DISADVANTAGED.

BR-6-0080-PT-APPEND-E

ED 015 221

PROMOTION (PUBLICIZE)

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RURAL-SOC-REPORT-NO-61

ED 014 820

PROMPTING

RELEVANT AND IRRELEVANT PICTORIAL COLOR CUES IN DISCRIMINATION LEARNING-MANIPULATION OF CUE RELEVANCE, INSTRUCTIONAL STIMULI, PRACTICE PROCEDURES AND INTERVALS, SHAPE DISCRIMINABILITY, TEST PROCEDURES AND AGE OF SUBJECT.

NDEA-VIIA-1170-FR

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PRONUNCIATION INSTRUCTION

PASHTO INSTRUCTOR'S HANDBOOK.

NDEA-VI-316-3

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PROPRIETARY SCHOOLS

A DESCRIPTIVE SURVEY OF TEACHERS OF PRIVATE TRADE AND TECHNICAL SCHOOLS ASSOCIATED WITH THE NATIONAL ASSOCIATION OF TRADE AND TECHNICAL SCHOOLS.

ED 014 676

PSYCHIATRISTS

PREVENTIVE PSYCHIATRY ON THE COLLEGE CAMPUS.

ED 014 745

PSYCHOLOGICAL PATTERNS

A UTILITY THEORY OF OLD AGE.

ED 014 733

CHARACTERIZING THE PSYCHOLOGICAL STATE PRODUCED BY LSD.

ED 014 775

PSYCHOLOGICAL STUDIES

STUDIES OF NORMAL ADOLESCENTS.

ED 014 747

CHARACTERIZING THE PSYCHOLOGICAL STATE PRODUCED BY LSD.

ED 014 775

DECISION-MAKING UNDER UNCERTAINTY AND PROBLEM SOLVING-A GESTALT THEORETICAL VIEWPOINT.

P-2156

ED 014 804

RECENT DEVELOPMENTS IN EDUCATIONAL RESEARCH METHODOLOGY.

ED 015 166

PSYCHOLOGY

AN INVESTIGATION OF THE OUTCOMES OF INTRODUCTORY PSYCHOLOGY.

ED 014 966

PSYCHOMOTOR SKILLS

THE RELATION BETWEEN HAND-EYE PREFERENCE AND FIRST-GRADE READING-A FOLLOW-UP STUDY.

ED 015 090

PSYCHOSIS

SUSPECTED EARLY MINIMAL BRAIN DAMAGE AND SEVERE PSYCHOPATHOLOGY IN ADOLESCENCE.

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APPLICATIONS OF BEHAVIOR THEORY TO SOCIAL CASEWORK.

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A STUDY OF THE OBJECTIVITY OF MATERIALS USED IN CURRENT EVENTS INSTRUCTION IN SECONDARY SCHOOL SOCIAL STUDIES CLASSROOMS.

CRP-S-261

ED 014 796

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THE STRUGGLE FOR CONTROL OF EDUCATION.

ED 015 158

PUBLIC HEALTH

PROGRAMS FOR RURAL YOUTH-ARE THEY DOING THE JOB.

ED 015 054

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CONTINUING EDUCATION FOR ADULTS THROUGH THE AMERICAN PUBLIC LIBRARY, 1833-1964.

ED 014 687

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ED 014 672

PUBLIC RELATIONS

BOND ISSUE-WHAT SHALL WE DO. TECHNIQUES USED IN PROMOTING SCHOOL BOND ELECTIONS.

ED 014 883

A STUDY OF COMMUNITY OPINION CONCERNING JUNIOR COLLEGE FUNCTIONS.

ED 014 984

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THE HIGH SCHOOL COMPLETION PROGRAM FOR ADULTS AND OUT-OF-SCHOOL YOUTH.

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AIDES FOR ADULT EDUCATION, A TRAINING PROGRAM FUNDED BY THE

OHIO BOARD OF REGENTS UNDER
TITLE 1 OF THE HIGHER EDUCATION
ACT. FINAL REPORT.

ED 014 664

PUBLIC SUPPORT

BOND ISSUE-WHAT SHALL WE DO.
TECHNIQUES USED IN PROMOTING
SCHOOL BOND ELECTIONS.

ED 014 863

PUBLICATIONS

RESEARCH INFORMATION SOURCES IN
TRAINING, A COMPREHENSIVE SURVEY
OF PRESENT AND PLANNED RE-
SOURCES.

ED 014 636

PUERTO RICANS

AN ANALYSIS OF UPWARD MOBILITY IN
LOW-INCOME FAMILIES-A COMPARI-
SON OF FAMILY AND COMMUNITY LIFE
AMONG AMERICAN NEGRO AND PUE-
RTO RICAN POOR.

BR-5-8381

ED 015 226

QUESTION-ANSWER INTER- VIEWS

AN ANALYSIS OF QUESTIONS AND AN-
SWERS IN LIBRARIES. STUDIES IN THE
MAN-SYSTEM INTERFACE IN LI-
BRARIES, REPORT NO. 1.

R-1

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QUESTIONNAIRES

ANALYSIS OF COLLEGE DROPOUTS-
SOME MANIFEST AND COVERT REAS-
ONS.

ED 014 735

FOLLOW-UP OF 1965 FRESHMEN WHO
DID NOT RETURN FOR FALL SEMESTER,
1966.

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APPENDIX, STUDIES I, II AND III. ORI-
GINAL INSTRUMENTS USED AND BIBL-
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OPPORTUNITIES, A REVIEW OF MAN-
AGEMENT EXPERIENCES IN TWENTY
COMPANIES.

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ED 015 332

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WITH QUALITY EDUCATION.

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I, FEDERAL-STATE COOPERATION IN
IMPROVEMENT OF WORKMEN'S COMPE-
NSATION LEGISLATION, AND PROCEED-
INGS OF A WORKSHOP.

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STUDIES IN WORKMEN'S COMPENSA-
TION AND RADIATION INJURY. VOLUME
II, THE INCIDENCE, NATURE AND ADJ-
UDICATION OF WORKMEN'S COMPENSA-
TION CLAIMS INVOLVING RADIATION
EXPOSURE AND DELAYED INJURY.

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STUDIES IN WORKMEN'S COMPENSA-
TION AND RADIATION INJURY. VOLUME
III, A REPORT ON IONIZING RADIATION
RECORD KEEPING.

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RADIOGRAPHERS

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INSTRUCTOR'S GUIDE, VOLUME 1.
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REACTIVE BEHAVIOR

A DEVELOPMENTAL STUDY OF FEA-
TURE-PROCESSING STRATEGIES IN
LETTER DISCRIMINATION.

ED 015 082

READABILITY

A READABILITY ANALYSIS OF RANDOM-
LY SELECTED BASIC EDUCATION AND
VOCATIONAL EDUCATION CURRICU-
LUM MATERIALS USED AT THE ATT-
ERBURY JOB CORPS CENTER AS MEAS-
URED BY THE GUNNING FOG INDEX.

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TEACHING READING TO DEAF CHILD-
REN. THE LEXINGTON SCHOOL FOR THE
DEAF EDUCATION SERIES, BOOK IV.

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READING ABILITY

ESTIMATING READING ABILITY LEVEL
FROM THE AQE GENERAL APTITUDE
INDEX.

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ED 015 105

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SOCIAL AND CULTURAL FACTORS RE-
LATED TO SCHOOL ACHIEVEMENT.
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ING ON READING ACHIEVEMENT.
STUDY III.

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THE RELATION BETWEEN HAND-EYE
PREFERENCE AND FIRST-GRADE READ-
ING-A FOLLOW-UP STUDY.

ED 015 090

PROCEDURES FOR EVALUATING
GROWTH IN READING SKILLS.

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MAINTAINING TASK BEHAVIOR IN A LI-
TERACY PROGRAM UNDER VARIOUS CO-
NDITIONS OF REINFORCEMENT.

BR-6-1784-2

ED 015 113

SELECTED READING READINESS TESTS
AS PREDICTORS OF SUCCESS IN READ-
ING.

BR-6-8894

ED 015 118

A STUDY OF THE RELATIONSHIP BE-
TWEEN READING ACHIEVEMENT AND
SENSE MODALITY SHIFTING.

BR-6-8688

ED 015 119

A BRIEF SUMMARY OF RESEARCH ON
INTERCLASS GROUPING AT THE ELE-
MENTARY SCHOOL LEVEL.

ED 015 120

READING ASSIGNMENTS

A STUDY OF PROGRAMMED INSTRU-
CTION IN BRAILLE.

ED 015 303

READING COMPREHENSION

A LINGUISTIC STUDY OF CUES AND
MISCUES IN READING.

ED 015 087

IMPROVING THE READING LEVEL OF
DISADVANTAGED ADULTS.

ED 015 117

READING DIAGNOSIS

THE OKLAHOMA READER, VOLUME 1,
NUMBER 2, MAY 1966.

ED 015 116

READING DIFFICULTY

A SUGGESTED METHOD FOR PRE-
SCHOOL IDENTIFICATION OF POTEN-
TIAL READING DISABILITY.

CRP-S-455

ED 015 114

READING IMPROVEMENT

IMPROVING THE READING LEVEL OF
DISADVANTAGED ADULTS.

ED 015 117

READING INSTRUCTION

ACQUIRING FOREIGN LANGUAGE
READING SKILLS.

ED 014 930

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PORTS OF THE WORKING COMMITTEES
OF THE NORTHEAST CONFERENCE ON
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HOW TO TEACH AN ESSAY.

ED 014 969

TEACHING READING TO CHILDREN WITH LOW MA'S.

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ED 015 084

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ED 015 095

READING--A THINKING PROCESS.

ED 015 096

EFFECT OF METHOD OF READING TRAINING ON INITIAL LEARNING AND TRANSFER.

ED 015 099

NEW YORK CITY'S USE OF PROGRAMED INSTRUCTION, WITH EMPHASIS ON READING.

ED 015 101

MATERIALS FOR TEACHING ADULTS TO READ.

WP-2

ED 015 108

MECHANICAL AIDS IN THE TEACHING OF READING.

WP-3

ED 015 109

A READING SPECIALIST LOOKS AT LINGUISTICS.

ED 015 121

THE TEACHER'S ROLE IN CLASSES USING SELF-STUDY MATERIALS.

ED 015 169

GATEWAY ENGLISH, IDENTIFICATION AND IMAGE STORIES (A GUIDE FOR TEACHERS).

BR-5-0687

ED 015 203

READING LEVEL**PROCEDURES FOR EVALUATING GROWTH IN READING SKILLS.**

ED 015 092

ACADEMIC AND READING ACHIEVEMENT RELATED TO READING DIFFICULTIES.

ED 015 102

READING MATERIALS**A READABILITY ANALYSIS OF RANDOMLY SELECTED BASIC EDUCATION AND VOCATIONAL EDUCATION CURRICU-****LUM MATERIALS USED AT THE ATTENBURY JOB CORPS CENTER AS MEASURED BY THE GUNNING FOG INDEX.**

ED 014 628

MISSOURI ADULT VOCATIONAL LITERACY MATERIALS DEVELOPMENT PROJECT. FINAL REPORT.

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A GUIDE TO UNDERSTANDING WORLD AFFAIRS.

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MATERIALS FOR TEACHING ADULTS TO READ.

WP-2

ED 015 108

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ED 015 116

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ED 015 203

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ED 015 094

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ED 015 020

TITLE NOT ENTERED

ED 015 080

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ED 015 089

READING READINESS**PROCEDURES FOR EVALUATING GROWTH IN READING SKILLS.**

ED 015 092

RELATIVE IMPORTANCE OF READING READINESS FACTORS AS PERCEIVED BY VARIOUS TEACHER GROUPS.

BR-5-0250-1

ED 015 106

READING READINESS TESTS**SELECTED READING READINESS TESTS AS PREDICTORS OF SUCCESS IN READING.**

BR-6-8894

ED 015 118

READING RESEARCH**A LINGUISTIC STUDY OF CUES AND MISCELLANEOUS IN READING.**

ED 015 087

SOME COMPARISONS BETWEEN NCRC MEMBERS AND OTHER READING RESEARCHERS.

ED 015 104

MANUAL OF ADMINISTRATION AND RECORDING METHODS FOR THE STATES "MOTIVATED LEARNING" READING PROCEDURE.

WP-6

ED 015 107

"MOTIVATED LEARNING" READING TREATMENT WITH ADDITIONAL SUBJECTS AND INSTRUCTIONAL TECHNICIANS.

TR-22

ED 015 110

THE EFFECT OF MEMORY SPAN ON CUE PATTERNS IN WORD RECOGNITION.

TR-16

ED 015 111

HUE LABELING AND DISCRIMINATION IN CHILDREN WITH PRIMARY READING RETARDATION.

BR-6-1784-1

ED 015 112

SUBVOCAL SPEECH DURING SILENT READING.

CRP-2643

ED 015 115

A STUDY OF THE RELATIONSHIP BETWEEN READING ACHIEVEMENT AND SENSE MODALITY SHIFTING.

BR-6-8688

ED 015 119

READING SKILLS**CLASSROOM TRANSLATION--A LESSER BUGBEAR.**

ED 014 923

ACQUIRING FOREIGN LANGUAGE READING SKILLS.

ED 014 930

READING TESTS**EXPERIMENTAL EXPLORATIONS IN PROGRAMMED INSTRUCTION AND OBJECTIVE TESTING MEASURES, REPORT OF THE "VARIABLES INFLUENCING BEHAVIOR" PROJECT, PAPER 2.**

ED 014 662

RECREATION**RECREATIONAL AND CULTURAL OPPORTUNITIES AVAILABLE TO RURAL YOUTH.**

ED 015 070

RECREATIONAL ACTIVITIES**RECREATIONAL AND CULTURAL OPPORTUNITIES AVAILABLE TO RURAL YOUTH.**

ED 015 070

RECREATION AND CULTURAL OPPORTUNITIES.

ED 015 071

RECREATIONAL FACILITIES**A GUIDE FOR PLANNING PHYSICAL EDUCATION AND ATHLETIC FACILITIES.**

ED 014 845

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ED 014 848

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RECREATIONAL AND CULTURAL OPPORTUNITIES.

ED 015 059

RECRUITMENT

VOLUNTEERS TODAY-FINDING, TRAINING AND WORKING WITH THEM.

ED 014 645

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OEO-141-61-STUD-2

ED 015 026

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ED 015 246

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ED 014 879

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R-1

ED 014 995

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ED 015 057

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EXPERIMENTAL EXPLORATIONS IN PROGRAMMED INSTRUCTION AND OBJECTIVE TESTING MEASURES, REPORT OF THE "VARIABLES INFLUENCING BEHAVIOR" PROJECT, PAPER 2.

ED 014 682

AN INVESTIGATION OF THE RELATIVE EFFECTIVENESS OF CERTAIN SPECIFIC TV TECHNIQUES ON LEARNING. FINAL REPORT.

NDEA-VIIA-085-FR

ED 014 913

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TR-22

ED 015 110

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ED 014 766

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THE REMEDIAL EDUCATION PROGRAM, A DESCRIPTION OF ITS STRUCTURE, CURRICULUM DESIGN, COURSES OF STUDY, AND A SELECTED SAMPLE OF TESTED TEACHING UNITS.

ED 015 256

NO LONGER SUPERFLUOUS, THE EDUCATIONAL REHABILITATION OF THE HARD-CORE UNEMPLOYED. FINAL REPORT.

ED 015 328

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THE OKLAHOMA READER, VOLUME 1, NUMBER 2, MAY 1966.

ED 015 116

REMEDIAL READING

MANUAL OF ADMINISTRATION AND RECORDING METHODS FOR THE STAATS "MOTIVATED LEARNING" READING PROCEDURE.

WP-6

ED 015 107

MECHANICAL AIDS IN THE TEACHING OF READING.

WP-3

ED 015 109

"MOTIVATED LEARNING" READING TREATMENT WITH ADDITIONAL SUBJECTS AND INSTRUCTIONAL TECHNICIANS.

TR-22

ED 015 110

IMPROVING THE READING LEVEL OF DISADVANTAGED ADULTS.

ED 015 117

RESEARCH

PROCEEDINGS OF THE CONFERENCE ON PROGRAMMED LEARNING AND RESEARCH IN ADULT EDUCATION (NAIROBI, JUNE 12-19, 1966).

ED 014 633

RESEARCH INFORMATION SOURCES IN TRAINING, A COMPREHENSIVE SURVEY OF PRESENT AND PLANNED RESOURCES.

ED 014 638

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ED 014 742

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ED 014 747

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ED 014 757

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ED 015 141

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SS-CH-19

ED 015 142

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ED 015 058

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ED 014 633

MEMO-COMMENTS ON THE WOLFF AND STEIN STUDY.

ED 015 029

REMARKS ON THE MAX WOLFF REPORT.

ED 015 030

RECENT DEVELOPMENTS IN EDUCATIONAL RESEARCH METHODOLOGY.

ED 015 166

FREQUENCY OF ASPECT IN ORAL AND WRITTEN VERBAL SAMPLES BY CHILDREN.

BR-5-0250-1

ED 015 202

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ED 014 833

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ED 014 990

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ED 015 103

NEEDED RESEARCH IN TEACHER SELECTION.

ED 015 150

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ED 015 264

RESEARCH PROBLEMS

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ED 015 103

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ED 014 686

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ED 014 688

INSTITUTIONAL OBJECTIVES AND PATTERNS OF STUDENT CHANGE.

ED 014 750

NATIONWIDE EPIDEMIOLOGIC STUDY OF CHILD ABUSE. PROGRESS REPORT.

ED 014 760

CHILDREN'S ATTITUDES TOWARD SCHOOL AND THEIR RELATIONSHIPS WITH SCHOOL ANXIETY, STUDY I. SCHOOL ANXIETY AND COGNITIVE FUNCTIONING-EXPLORATORY STUDIES.

IRCOPPS-R-4-I

ED 014 769

TITLE NOT ENTERED

ED 015 080

RESEARCH REVIEWS

TEACHING MACHINES AND PROGRAMMED LEARNING IN THE SOVIET BLOC-A SURVEY OF THE PUBLISHED LITERATURE, 1962-1963.

JPRS-23-280

ED 014 903

RESEARCH REVIEWS (PUBLICATIONS)

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ED 014 900

ENTRANCE AND PLACEMENT TESTING.

ED 014 991

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ED 015 123

URBAN DISADVANTAGED PUPILS, A SYNTHESIS OF 99 RESEARCH REPORTS.

BR-6-2871

ED 015 228

RESEARCH SKILLS

SOME COMPARISONS BETWEEN NCRE MEMBERS AND OTHER READING RESEARCHERS.

ED 015 104

RESEARCH UTILIZATION

RESEARCH IN LANGUAGE ARTS.

ED 015 103

RESIDENTIAL CENTERS

RESIDENTIAL PROGRAM DATA-IMPLICATIONS FOR PRACTICE. CONTINUING EDUCATION REPORT FROM THE UNIVERSITY OF CHICAGO.

CER-16

ED 014 671

RESIDENTIAL PROGRAM DATA-A STATISTICAL DESCRIPTION. CONTINUING EDUCATION REPORT FROM THE UNIVERSITY OF CHICAGO.

CER-15

ED 014 673

RESIDENTIAL PROGRAMS

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CER-16

ED 014 671

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CER-15

ED 014 673

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ED 014 967

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ED 015 091

RESPONSE MODE

AN INVESTIGATION OF "TEACHING MACHINE" VARIABLES USING LEARNING PROGRAMS IN SYMBOLIC LOGIC.

CRP-691-2

ED 014 880

PREDICTION OF EFFECTS WITH SELECTED CHARACTERISTICS OF LINEAR PROGRAMMED INSTRUCTION. FINAL REPORT.

BR-5-0954

ED 014 912

RESPONSIBILITY

INNOVATIONS IN THE STRUCTURE OF EDUCATION.

ED 015 159

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ED 015 171

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ED 015 203

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ED 014 876

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MEMORY SPAN AND SELF-DIRECTION IN SERIAL LEARNING OF NAMES.

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ED 014 917

REVIEW (REEXAMINATION)

FOREIGN LANGUAGE TEACHING-A REVIEW OF CURRENT PROBLEMS.

ED 014 922

ROLE PERCEPTION

A STUDY OF NORTH CAROLINA 4-H EXTENSION AGENTS' PERCEPTION OF DIFFICULTY ENCOUNTERED IN PERFORMING THEIR ROLE IN THE COMMUNITY 4-H CLUB PROGRAM.

ED 014 669

FACTORS ASSOCIATED WITH PROGRAM LEADERSHIP OF THE STATE LEADER OF HOME ECONOMICS EXTENSION.

64-3208

ED 014 682

BEHAVIORAL AND PERSONALITY EXPECTATIONS ASSOCIATED WITH STATUS POSITIONS.

APOSR-67-1531

ED 014 803

ROTE LEARNING

MEMORY SPAN AND SELF-DIRECTION IN SERIAL LEARNING OF NAMES.

AIR-D10-12-63-TR-A

ED 014 917

RURAL AREAS

MEN WANT WORK. REPORT TO THE UNITED STATES DEPARTMENT OF LABOR, OFFICE OF MANPOWER AUTOMATION AND TRAINING.

ED 014 640

SOUTH SANTA CLARA COUNTY MIGRANT TREATMENT CLINIC.

ED 015 047

LIFE STYLES IN RURAL AMERICA- THEIR CONSEQUENCES AND THEIR OUTLOOK.

ED 015 048

AN UMBRELLA OF THREE EDUCATIONAL IMPROVEMENT PROGRAMS - ONE EACH IN-OVERTON COUNTY, TENNESSEE, WEWAHITCHKA, FLORIDA, WHEELER COUNTY, GEORGIA. THE RURAL EDUCATION IMPROVEMENT PROJECT.

ED 015 049

THE RAPID GROWTH OF COMMUNITY COLLEGES AND THEIR ACCESSIBILITY IN RURAL AREAS.

ED 015 052

- AN OVERVIEW OF COMMUNITY AND AREA PLANNING FOR RURAL YOUTH.**
ED 015 060
- THE EXPANDING RANGE OF OCCUPATIONAL AND TRAINING SERVICES FOR RURAL YOUTH.**
ED 015 062
- COMPREHENSIVE HEALTH SERVICES FOR THE RURAL POOR.**
ED 015 063
- RURAL YOUTH DELINQUENCY-SOME QUESTIONS AS WE LOOK AHEAD.**
ED 015 065
- APPROACHES TO JUVENILE DELINQUENCY PREVENTION AND TREATMENT IN RURAL SETTINGS. RURAL AND SMALL-TOWN DELINQUENCY-NEW UNDERSTANDING AND APPROACHES.**
ED 015 068
- RURAL MENTAL HEALTH.**
ED 015 069
- REVITALIZING RURAL AMERICA-PROBLEMS AND PROMISES.**
ED 015 074
- THE STATUS OF RURAL AMERICA.**
ED 015 075
- NEW PROSPECTS FOR RURAL YOUTH.**
ED 015 077
- RURAL CLINICS**
PROGRAMS FOR RURAL YOUTH-ARE THEY DOING THE JOB.
ED 015 054
- RURAL DEVELOPMENT**
REVITALIZING RURAL AMERICA-PROBLEMS AND PROMISES.
ED 015 074
- RURAL EDUCATION**
VOCATIONAL EDUCATION AND RURAL YOUTH.
ED 015 064
- GUIDANCE AND COUNSELING IN RURAL JOB CORPS CENTERS. FINAL REPORT.**
ED 015 319
- RURAL EXTENSION**
AGRICULTURAL EXTENSION.
ED 014 627
- RURAL POPULATION**
VOCATIONAL EDUCATION AND RURAL YOUTH.
ED 015 064
- RURAL SCHOOLS**
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ED 015 044
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ED 015 051
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ED 015 052
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ED 015 060
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ED 015 061
- THE EXPANDING RANGE OF OCCUPATIONAL AND TRAINING SERVICES FOR RURAL YOUTH.**
ED 015 062
- COMPREHENSIVE HEALTH SERVICES FOR THE RURAL POOR.**
ED 015 063
- RURAL YOUTH DELINQUENCY-SOME QUESTIONS AS WE LOOK AHEAD.**
ED 015 065
- SPECIAL PROBLEMS OF RURAL MINORITY GROUP YOUTH.**
ED 015 066
- RURAL MENTAL HEALTH.**
ED 015 069
- RECREATIONAL AND CULTURAL OPPORTUNITIES AVAILABLE TO RURAL YOUTH.**
ED 015 070
- RECREATION AND CULTURAL OPPORTUNITIES.**
ED 015 071
- SEASONAL OPPORTUNITIES FOR RURAL YOUTH IN RURAL AREAS.**
ED 015 072
- ADJUSTMENT OF RURAL YOUTH TO URBAN ENVIRONMENTS.**
ED 015 073
- REVITALIZING RURAL AMERICA-PROBLEMS AND PROMISES.**
ED 015 074
- THE STATUS OF RURAL AMERICA.**
ED 015 075
- PROGRAMS FOR RURAL YOUTH-ARE THEY DOING THE JOB.**
ED 015 076
- NEW PROSPECTS FOR RURAL YOUTH.**
ED 015 077
- SALARIES**
TESTS FOR THE EVALUATION OF SCHOOL DISTRICT POLICIES ON TEACHER'S SALARIES.
ED 015 165
- SALESMANSHIP**
AGRICULTURAL SALESMANSHIP. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 4.
ED 015 236
- THE SAMOYED PEOPLES AND LANGUAGES. URALIC AND ALTAIC SERIES, VOLUME 14.**
P-99
ED 014 713
- SANCTIONS**
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BR-5-0217-21
ED 014 789
- THE ATTITUDES OF CERTIFICATED INSTRUCTIONAL PERSONNEL TOWARD PROFESSIONAL NEGOTIATION AND "SANCTIONS."**
BR-6-8367
ED 014 801
- SCHOOL ADMINISTRATION**
THE CONCEPT OF SYSTEM.
BR-5-0217-20
ED 014 786
- SCHOOL AIDES**
THE TEACHER AUXILIARY-AIDE OR MAID, AN ANALYSIS WITH ANNOTATED BIBLIOGRAPHY.
ED 015 171
- SCHOOL BUILDINGS**
THE CURRENT STATUS OF CITIZENS' ADVISORY COMMITTEES WITH EMPHASIS ON THOSE FOR SCHOOL BUILDING NEEDS IN THE CENTRAL SCHOOLS OF NEW YORK STATE.
ED 015 036
- SCHOOL COMMUNITY COOPERATION**
TOWARDS EXCELLENCE IN TEACHING, REPORT TO THE SUPERINTENDENT OF SCHOOLS BY THE SCHOOL-COMMUNITY COMMITTEE FOR EDUCATIONAL EXCELLENCE.
ED 015 143
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TEACHER PARTICIPATION IN THE COMMUNITY, ROLE EXPECTATIONS AND BEHAVIOR.
BR-5-0217-23
ED 014 798
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ED 014 950
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ED 014 984
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ED 014 624

SCHOOL CONSTRUCTION

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ED 014 852

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THE EFFECT OF WINDOWLESS CLASSROOMS ON ELEMENTARY SCHOOL CHILDREN.

ED 014 847

SPATIAL APPROACH TO PLANNING THE PHYSICAL ENVIRONMENT.

RR-2 ED 014 855

RELATIONSHIP OF COST TO THE GEOMETRY OF A BUILDING.

RR-5 ED 014 857

BARRIERS AND BREAKTHROUGHS.

RR-9 ED 014 859

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THE EFFECT OF WINDOWLESS CLASSROOMS ON ELEMENTARY SCHOOL CHILDREN.

ED 014 847

SCHOOL EXPANSION

TOWARDS AN ECONOMICAL FLEXIBILITY.

RR-3 ED 014 856

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ED 015 143

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ED 015 268

SCHOOL INTEGRATION

THE SCHOOL PARK.

ED 014 799

DESEGREGATING CITY SCHOOLS.

ED 014 808

THE HEAT IN OUR KITCHEN.

ED 014 809

DOES SCHOOL INTEGRATION CONFLICT WITH QUALITY EDUCATION.

ED 014 812

THE PROCESS OF INTEGRATION.

ED 014 813

SCHOOL LIBRARIES

MORE EFFECTIVE USE OF SCHOOL LIBRARIES.

ED 015 122

SCHOOL LOCATION

QUESTION-WHAT MAKES A SCHOOL SITE SAFE. ANSWER-DEFINITE PLANNING.

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ED 014 985

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ED 014 985

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THE SCHOOL PARK.

ED 014 799

SCHOOL ROLE

INNOVATIONS IN THE STRUCTURE OF EDUCATION.

ED 015 159

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ED 015 268

SCHOOL SYSTEMS

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BR-5-0268 ED 014 815

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ED 015 131

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ED 015 137

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ED 015 132

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ED 015 133

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TECHNICIANS, DECEMBER 1966.

ED 015 294

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ED 015 295

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LUATION TECHNIQUES FOR SCREEN-
ING CHILDREN IN A HEAD START PRO-
GRAM. A PILOT PROJECT.

OEO-515 ED 015 006

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EDUCATION.

ED 015 159

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ED 015 172

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GROUP"--LITERATURE IN AMERICAN
HIGH SCHOOLS.

ED 015 175

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TEACHERS IN IOWA PUBLIC SCHOOLS--
GRADES 9-12.

767C-169NDEA-111 ED 015 176

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ED 015 210

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ED 015 134

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SCHOOLS.

ED 015 135

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ARY STAGE, A HANDBOOK ON THE
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CRP-S-451 ED 015 138

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THINKING.

CRP-258-7257 ED 015 164

- THE ENGLISH CURRICULUM IN THE SECONDARY SCHOOL.**
ED 015 200
- SECRETARIES**
SECRETARIAL TRAINING WITH SPEECH IMPROVEMENT, AN EXPERIMENTAL AND DEMONSTRATION PROJECT. FINAL REPORT.
ED 015 311
- SELF ACTUALIZATION**
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ED 015 155
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- SELF ESTEEM**
STUDY OF THE MEANING, EXPERIENCE, AND EFFECTS OF THE NEIGHBORHOOD YOUTH CORPS ON NEGRO YOUTH WHO ARE SEEKING WORK. PART I, WORK ATTITUDES, SELF-IMAGE, AND THE SOCIAL AND PSYCHOLOGICAL BACKGROUND OF WORK-SEEKING NEGRO YOUNG ADULTS IN NEW YORK CITY.
NY-CAP-66-9573-0-5433024-PT-1 ED 015 312
- SELF EVALUATION**
MORALE AS A FUNCTION OF SELF-DEFINITION AND STAGE OF TRAINING.
R-NAMI-1007 ED 014 661
SELF PERCEIVED MASTERY OF CURRICULUM CONTENT AND OF METHODS ON THE PART OF BEGINNING ELEMENTARY SCHOOL TEACHERS AND PROSPECTIVE TEACHERS AT VARIOUS STAGES OF PREPARATION.
ED 015 160
- SELF HELP PROGRAMS**
THE GROUP AS A REINFORCER OF REALITY-A POSITIVE APPROACH IN THE TREATMENT OF ADOLESCENTS.
ED 014 758
- SEMITIC LANGUAGES**
AN ANNOTATED BIBLIOGRAPHY OF THE SEMITIC LANGUAGES OF ETHIOPIA.
NDEA-VI-338 ED 014 708
- SENSITIVITY TRAINING**
HUMAN RELATIONS TRAINING AND ITS EFFECT ON THE TEACHER-LEARNING PROCESS IN THE SOCIAL STUDIES.
ED 015 145
- SENSORY EXPERIENCE**
A STUDY OF THE RELATIONSHIP BETWEEN READING ACHIEVEMENT AND SENSE MODALITY SHIFTING.
BR-6-8688 ED 015 119
- SENTENCE STRUCTURE**
ORAL DRILLS AND WRITING IMPROVEMENT IN THE FOURTH GRADE.
ED 015 179
- SEQUENTIAL LEARNING**
THE RELATIONSHIP OF COMPREHENSION TO SPEECH PRODUCTION IN SECOND LANGUAGE INSTRUCTION-PROPORTION AND SEQUENCE.
BR-6-3002 ED 014 927
- SERVICES**
RURAL MENTAL HEALTH.
ED 015 069
- SEX (CHARACTERISTICS)**
LABOR FORCE PROJECTIONS BY COLOR, 1970-80. SPECIAL LABOR FORCE REPORT NUMBER 73.
MON-LABOR-REV-REPRINT-2501 ED 015 290
- SEX DIFFERENCES**
THE POLITICAL WORLD OF THE HIGH SCHOOL TEACHER.
BR-5-0217-21 ED 014 789
ENGLISH PROFICIENCY OF MALES AND FEMALES-IS THERE A DIFFERENCE.
ED 015 213
- SHORT STORIES**
ADVANCED ARABIC READERS. I, SELECTIONS FROM THE MODERN NOVEL AND SHORT STORY.
NDEA-VI-134-1 ED 014 692
- SILENT READING**
SUBVOCAL SPEECH DURING SILENT READING.
CRP-2648 ED 015 115
- SIMULATION**
A STUDY OF SIMULATOR CAPABILITIES IN AN OPERATIONAL TRAINING PROGRAM.
R-AMRL-TR-67-14 ED 014 647
- SIMULATORS**
A STUDY OF SIMULATOR CAPABILITIES IN AN OPERATIONAL TRAINING PROGRAM.
R-AMRL-TR-67-14 ED 014 647
IMMEDIATE LEARNING REINFORCEMENT IN A COMPLEX MENTAL-MOTOR SKILL, (DRIVER TRAINING) USING MOTION PICTURES - PHASE III. FINAL REPORT.
BR-6-2179 ED 014 666
- SITE DEVELOPMENT**
THE SCHOOL SITE-ITS SELECTION, ANALYSIS, DEVELOPMENT AND MAINTENANCE.
ED 014 864
- SITE SELECTION**
THE SCHOOL SITE-ITS SELECTION, ANALYSIS, DEVELOPMENT AND MAINTENANCE.
ED 014 864
- SKILL DEVELOPMENT**
THE DIRECT INSTRUCTION PROGRAM FOR TEACHING READING.
ED 015 022
- SLOW LEARNERS**
THE DIRECT INSTRUCTION PROGRAM FOR TEACHING READING.
ED 015 022
- SMALL SCHOOLS**
UPGRADING ISOLATED SMALL SCHOOL PROGRAMS, THE WESTERN STATES SMALL SCHOOLS PROJECT.
ED 015 067
- SOCIAL ATTITUDES**
STUDIES OF NORMAL ADOLESCENTS.
ED 014 747
- SOCIAL CHANGE**
THE CONCEPT OF EQUALITY OF EDUCATIONAL OPPORTUNITY.
ED 015 157
- INNOVATIONS IN THE STRUCTURE OF EDUCATION.**
ED 015 159
- REGIONAL SEMINAR FOR STATE LEADERS IN VOCATIONAL EDUCATION ON IN-SERVICE EDUCATION. CENTER SEMINAR AND CONFERENCE REPORT, NUMBER 3.**
BR-5-1005-CR-3 ED 015 264
- SOCIAL CHARACTERISTICS**
AN ANALYSIS AND INTERPRETATION OF DATA ON THE SOCIAL CHARACTERISTICS OF RESIDENTS OF "VINE CITY"-A NEGRO SLUM GHETTO WITHIN THE CITY OF ATLANTA, GEORGIA. FINAL REPORT.
BR-4-8162 ED 015 225

SOCIAL CLASS

PATERNAL INFLUENCE ON CAREER CHOICE.
NMSC-RR-VOL-3-NO-2 ED 014 746

SOCIAL DEVELOPMENT

EDUCATIONAL PLANNING, ED 014 807

SIX MONTHS LATER--A COMPARISON OF CHILDREN WHO HAD HEAD START, SUMMER, 1965, WITH THEIR CLASSMATES IN KINDERGARTEN. A CASE STUDY OF THE KINDERGARTENS IN FOUR PUBLIC ELEMENTARY SCHOOLS, NEW YORK CITY. STUDY I.
OEO-141-61-STUD-1 ED 015 025

SOCIAL DISADVANTAGEMENT

THE DEVELOPMENT OF SELF-OTHER RELATIONSHIPS DURING PROJECT HEAD START.
OEO-511 ED 015 008

SOCIAL INFLUENCES

SOCIAL AND CULTURAL FACTORS RELATED TO SCHOOL ACHIEVEMENT. FINAL REPORT.
CRP-2071 ED 014 763

SOCIAL ISOLATION

AN ANALYSIS OF UPWARD MOBILITY IN LOW-INCOME FAMILIES--A COMPARISON OF FAMILY AND COMMUNITY LIFE AMONG AMERICAN NEGRO AND PUERTO RICAN POOR.
BR-5-8381 ED 015 226

SOCIAL MOBILITY

AN ANALYSIS OF UPWARD MOBILITY IN LOW-INCOME FAMILIES--A COMPARISON OF FAMILY AND COMMUNITY LIFE AMONG AMERICAN NEGRO AND PUERTO RICAN POOR.
BR-5-8381 ED 015 226

NATIONAL VOCATIONAL-TECHNICAL EDUCATION SEMINAR ON OCCUPATIONAL MOBILITY AND MIGRATION. CENTER SEMINAR AND CONFERENCE REPORT, NUMBER 2.
BR-5-1005-CR-2 ED 015 263

SOCIAL PSYCHOLOGY

LEADERSHIP IN NEGOTIATIONS AND THE COMPLEXITY OF CONCEPTUAL STRUCTURE.
TR-3 ED 014 802

BEHAVIORAL AND PERSONALITY EXPECTATIONS ASSOCIATED WITH STATUS POSITIONS.
AFOSR-67-1531 ED 014 803

SOCIAL RELATIONS

COMPARATIVE STUDIES OF A GROUP OF HEAD START AND A GROUP OF NON-HEAD START PRESCHOOL CHILDREN. FINAL REPORT.
OEO-521 ED 015 013

SOCIAL SCIENCES

THE LEARNING RESEARCH AND DEVELOPMENT CENTER'S COMPUTER ASSISTED LABORATORY.
REPRINT-6 ED 014 901

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ED 015 003

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THE INNOVATION AND SHARING OF TEACHING PRACTICES I--A STUDY OF PROFESSIONAL ROLES AND SOCIAL STRUCTURES IN SCHOOLS. FINAL REPORT.
CRP-2636 ED 014 816

SOCIAL STRUCTURE AND INNOVATION IN ELEMENTARY SCHOOLS.
BR-5-0268-1 ED 014 817

SOCIAL STUDIES

CURRENT RESEARCH IN SOCIAL STUDIES. BULLETIN OF THE SCHOOL OF EDUCATION, INDIANA UNIVERSITY.
ED 015 141

SOCIAL SYSTEMS

THE CONCEPT OF SYSTEM.
BR-5-0217-20 ED 014 786

SOCIAL WELFARE

INSTITUTE FOR URBAN SERVICE AIDES, A PROJECT OF GEORGETOWN UNIVERSITY UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965.
ED 014 641

NATIONWIDE EPIDEMIOLOGIC STUDY OF CHILD ABUSE. PROGRESS REPORT.
ED 014 760

SOCIAL WORK

THE SOCIO-BEHAVIORAL APPROACH--ILLUSTRATIONS AND ANALYSIS.
ED 014 729

NEW AREAS OF SOCIAL WORK FOR THE SUB-PROFESSIONAL.
ED 014 755

TELEVISION IN HIGHER EDUCATION--SOCIAL WORK EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER THREE.
ED 014 684

SOCIAL WORKERS

AN UNDERGRADUATE SOCIAL WORK EDUCATION MODEL FOR THE MULTIVERSITY.
ED 014 756

THE STUDENT AS LEARNER.
ED 014 762

SOCIALIZATION

AGE INTEGRATION AND SOCIALIZATION IN AN EDUCATIONAL SETTING.
ED 014 655

THE SOCIALIZATION OF ACADEMIC MOTIVATION IN MINORITY GROUP CHILDREN.
ONR-TR-3 ED 014 780

SOCIALLY DEVIANT BEHAVIOR

THE SOCIO-BEHAVIORAL APPROACH--ILLUSTRATIONS AND ANALYSIS.
ED 014 729

NATIONWIDE EPIDEMIOLOGIC STUDY OF CHILD ABUSE. PROGRESS REPORT.
ED 014 760

SOCIOCULTURAL PATTERNS

BEGINNING TAGALOG, A COURSE FOR SPEAKERS OF ENGLISH.
NDEA-VI-334 ED 014 696

SOCIOECONOMIC INFLUENCES

ITALIAN LANGUAGE MAINTENANCE EFFORTS IN THE UNITED STATES AND THE TEACHER OF ITALIAN IN AMERICAN HIGH SCHOOLS AND COLLEGES.
ED 014 928

A SOCIAL PSYCHOLOGICAL ANALYSIS OF THE TRANSITION FROM HOME TO SCHOOL. FINAL REPORT.
OEO-1444 ED 015 017

SOCIOECONOMIC STATUS

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MON-LABOR-REV-REPRINT-2497 ED 015 289

SOCIOLOGY

SOCIOLOGICAL STUDIES OF OCCUPATIONS, A BIBLIOGRAPHY.
ED 015 333

SOUTHERN STATES

CONFERENCE ON MAJOR PROBLEMS IN VOCATIONAL EDUCATION IN THE SOUTH. CENTER SEMINAR AND CONFERENCE REPORT, NUMBER 1.
BR-5-1005-CR-1 ED 015 262

SPACE DIVIDERS

THE DEVELOPMENT OF THE TEACHING SPACE DIVIDER.
RR-1 ED 014 854

TOWARDS AN ECONOMICAL FLEXIBILITY.
RR-3 ED 014 856

SPACE UTILIZATION

SCHOOL CONSTRUCTION SYSTEMS DEVELOPMENT PROJECT.
ED 014 852

APPROACH TO A UNIVERSITY LIBRARY DESIGN.
RR-13 ED 014 860

A SCHOOL FOR ALL SEASONS.
SR-VOL-1-NO-24 ED 014 865

SPANISH

TELEVISION IN FOREIGN LANGUAGE EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER SEVEN.

ED 014 893

THE NON-SPECIALIST TEACHER IN FLES.

ED 014 921

VOCABULARY GUIDE OF COGNATE WORDS IN SPANISH AND ENGLISH.

ED 015 088

SPANISH AMERICANS

AN INTERDISCIPLINARY INSTITUTE FOR THE IN-SERVICE TRAINING OF TEACHERS AND OTHER SCHOOL PERSONNEL TO ACCELERATE THE SCHOOL ACCEPTANCE OF INDIAN, NEGRO, AND SPANISH-SPEAKING PUPILS OF THE SOUTHWEST. INTERIM REPORT NO. 2.

NMSU-IR-2 ED 015 033

SPECIAL PROBLEMS OF RURAL MINORITY GROUP YOUTH.

ED 015 066

SPANISH CULTURE

MEXICAN-AMERICAN STUDY PROJECT. ADVANCE REPORT 3, REVISED BIBLIOGRAPHY.

AR-3

ED 015 078

SPATIAL RELATIONSHIP

ENVIRONMENT FOR LEARNING, A RESEARCH STUDY IN SECONDARY SCHOOL DESIGN.

FORM NO-AC489

ED 014 850

SPATIAL APPROACH TO PLANNING THE PHYSICAL ENVIRONMENT.

RR-2

ED 014 856

SPECIALISTS

A STUDY OF THE EDUCATIONAL AND EXPERIENTIAL BACKGROUNDS AND PRESENT POSITIONS OF SCHOOL PLANT SPECIALISTS.

ED 014 866

SPEECH HABITS

SPEECH FRIGHT PROBLEMS OF GRADE SCHOOL STUDENTS.

CRP-S-936-63

ED 015 198

SPEECH HANDICAPPED

NEW DIRECTIONS IN STATE PLANNING FOR SCHOOL CHILDREN WITH COMMUNICATIVE DISORDERS.

ED 014 618

MENDING THE CHILD'S SPEECH. THE INSTRUCTOR HANDBOOK SERIES, NUMBER 325.

ED 014 822

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WB-19

ED 014 830

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ED 015 311

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SPEECH DEVELOPMENT AND IMPROVEMENT FOR THE MENTALLY RETARDED CHILD.

WB-19

ED 014 830

SPEECHES

PROSPECTS FOR A UNIFIED PROFESSION.

ED 014 926

SPELLING INSTRUCTION

CHILDREN CAN BE TAUGHT TO SPELL.

ED 015 194

STANDARDIZED TESTS

ENTRANCE AND PLACEMENT TESTING.

ED 014 991

STANDARDS

PROGRAM STANDARDS FOR SPECIAL EDUCATION AND LEGAL DISMISSAL FROM SCHOOL ATTENDANCE.

ED 014 838

STATE ACTION

TV FOR MONTANA EDUCATION, REPORT OF THE MONTANA EDUCATIONAL TELEVISION COMMITTEE.

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STATE CURRICULUM GUIDES

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ED 015 275

PROCEDURE FOR THE ESTABLISHMENT OF COMMUNITY JUNIOR COLLEGES IN ARKANSAS.

ED 014 945

STATE OFFICIALS

A STUDY IN THE DEVELOPMENT OF CO-OPERATIVE STATE LEADERSHIP IN EDUCATIONAL MEDIA. FINAL REPORT.

BR-5-0279

ED 014 889

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ED 014 910

STATE PROGRAMS

NEW DIRECTIONS IN STATE PLANNING FOR SCHOOL CHILDREN WITH COMMUNICATIVE DISORDERS.

ED 014 618

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ED 014 632

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ED 014 837

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ED 014 958

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ED 014 982

STATEWIDE PLANNING FOR NURSING EDUCATION.

ED 015 146

STATE SCHOOLS DENVER

A STUDY IN THE DEVELOPMENT OF CO-OPERATIVE STATE LEADERSHIP IN EDUCATIONAL MEDIA. FINAL REPORT.

BR-5-0279

ED 014 889

STATE STANDARDS

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ED 014 676

STATISTICAL ANALYSIS

THE DEPENDABILITY OF BEHAVIORAL MEASUREMENTS-MULTIFACET STUD-

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RECENT DEVELOPMENTS IN EDUCATIONAL RESEARCH METHODOLOGY. ED 015 166

STATISTICAL DATA

HIGHER ADULT EDUCATION-ITS PRESENT AND FUTURE, ANALYSIS AND PROJECTIONS BASED ON SIX YEARS OF PROGRAM AND REGISTRATION DATA, 1960-1966. ED 014 648

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THE DEVELOPMENT OF AUTONOMY. ED 014 749

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STATISTICAL SURVEYS

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STATUS

BEHAVIORAL AND PERSONALITY EXPECTATIONS ASSOCIATED WITH STATUS POSITIONS. AFOSR-67-1531 ED 014 803

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EVALUATION OF CHANGES IN SKILL-PROFILE AND JOB-CONTENT DUE TO TECHNOLOGICAL CHANGE, METHODOLOGY AND PILOT RESULTS FROM THE BANKING, STEEL AND AEROSPACE INDUSTRIES. ED 015 326

STIMULUS BEHAVIOR

APPLICATIONS OF BEHAVIOR THEORY TO SOCIAL CASEWORK. ED 014 728

STRESS VARIABLES

A NEW LOOK AT THE EFFECTS OF ANXIETY AND STRESS ON THE PERFORMANCE OF COMPLEX INTELLECTUAL TASKS, STUDY II. SCHOOL ANXIETY AND COGNITIVE FUNCTIONING-EXPLORATORY STUDIES. IRCOPPS-R-4-II ED 014 770

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MATERIALS AND METHODS FOR TEACHING STRUCTURAL AND GENERATIVE GRAMMAR TO HIGH SCHOOL STUDENTS AND THEIR TEACHERS. FINAL REPORT. CRP-H-144 ED 015 173

LINGUISTICS AND TEACHING, A MANUAL OF CLASSROOM PRACTICES. MONGR-9 ED 015 174

THE EFFECT OF SPECIAL INSTRUCTION ON THE ABILITY OF SEVENTH- AND EIGHTH-GRADE PUPILS TO WRITE COMPOSITION AND UNDERSTAND POETRY AND SHORT FICTION. FINAL REPORT. CRP-S-312 ED 015 190

AN EXPERIMENTAL STUDY OF TWO FIFTH-GRADE LANGUAGE-ARTS PROGRAMS, AN ANALYSIS OF THE WRITING OF CHILDREN TAUGHT LINGUISTIC GRAMMARS COMPARED TO THOSE TAUGHT TRADITIONAL GRAMMAR. ED 015 197

STRUCTURAL LINGUISTICS

MATERIALS AND METHODS FOR TEACHING STRUCTURAL AND GENERATIVE GRAMMAR TO HIGH SCHOOL STUDENTS AND THEIR TEACHERS. FINAL REPORT. CRP-H-144 ED 015 173

LINGUISTICS AND TEACHING, A MANUAL OF CLASSROOM PRACTICES. MONGR-9 ED 015 174

STUDENT ADJUSTMENT

NURSERY SCHOOL BEHAVIOR AND LATER SCHOOL ADJUSTMENT. ED 014 757

RELATIVE IMPORTANCE OF READING READINESS FACTORS AS PERCEIVED BY VARIOUS TEACHER GROUPS. BR-5-0250-1 ED 015 106

STUDENT ATTITUDES

A DESCRIPTION OF AMERICAN COLLEGE FRESHMEN. ACT-RR-1-MAR-65 ED 014 741

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OBSERVATION AND DEMONSTRATION IN TEACHER EDUCATION BY CLOSED CIRCUIT TELEVISION AND VIDEO TAPE RECORDINGS. BR-5-1009 ED 014 904

THE FORMATION OF ADDITION AND SUBTRACTION CONCEPTS BY PUPILS IN GRADES ONE AND TWO. FINAL REPORT. CRP-S-244 ED 015 015

CLASSROOM CLIMATE AND INDIVIDUAL LEARNING. ED 015 153

STRUCTURAL AND AFFECTIVE ASPECTS OF CLASSROOM CLIMATE. ED 015 154

EDUCATIONAL ATTAINMENT AND ATTITUDES TOWARD SCHOOL AS A FUNCTION OF FEEDBACK IN THE FORM OF TEACHERS' WRITTEN COMMENTS. TECHNICAL-REPORT-NO-15 ED 015 163

STUDENT BEHAVIOR

PARENT REPORT AFTER SECOND YEAR'S OPERATION. COOPERATIVE SCHOOL-REHABILITATION CENTER SPECIAL REPORTS, NUMBER 3. ED 015 310

STUDENT CERTIFICATION

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STUDENT CHARACTERISTICS

A DESCRIPTION OF COLLEGE FRESHMEN-I. STUDENTS WITH DIFFERENT CHOICES OF MAJOR FIELD. ACT-RR-3-MAY-65 ED 014 742

THE CHARACTERISTICS OF HARTNELL STUDENTS. ED 014 947

SCIENCE FOR THE EIGHTS-TO-TWELVES. ED 015 131

STUDENT COLLEGE RELATIONSHIP

INSTITUTIONAL OBJECTIVES AND PATTERNS OF STUDENT CHANGE. ED 014 750

STUDENT COSTS

COMPUTER ADMINISTERED INSTRUCTION VERSUS TRADITIONALLY ADMINISTERED INSTRUCTION, ECONOMICS. RPP-31-67 ED 014 644

THE ROLE OF TECHNICAL SCHOOLS IN IMPROVING THE SKILLS AND EARNING CAPACITY OF RURAL MANPOWER, A CASE STUDY. FINAL REPORT. ED 015 329

STUDENT DEVELOPMENT

THE DEVELOPMENT OF AUTONOMY. ED 014 749

INSTITUTIONAL OBJECTIVES AND PAT-
TERNS OF STUDENT CHANGE.

ED 014 750

THEY WENT TO COLLEGE--A DESCRIPTIVE
SUMMARY OF THE CLASS OF 1965.
ACE-RR-VOL-2-NO-5

ED 014 776

STUDENT EMPLOYMENT

EMPLOYMENT OF SCHOOL AGE YOUTH,
OCTOBER 1966, A SPECIAL LABOR FORCE
REPORT.

ED 015 299

STUDENT ENROLLMENT

THE FIRST YEAR OF TITLE I, ELEMENT-
ARY AND SECONDARY EDUCATION ACT
OF 1965. STATISTICAL REPORT.

ED 015 229

STUDENT MOTIVATION

MAINTAINING TASK BEHAVIOR IN A LI-
TERACY PROGRAM UNDER VARIOUS CO-
NDITIONS OF REINFORCEMENT.

BR-6-1784-2

ED 015 113

STUDENT NEEDS

IMPLICATIONS OF CHILD GROWTH AND
DEVELOPMENT FOR SCHOOL PLANT
DESIGN.

RR-6

ED 014 858

STUDENT PERSONNEL SER- VICES

MAN-MACHINE SYSTEMS IN EDUCAT-
ION.

ED 014 888

SERVICE THROUGH PLACEMENT IN THE
JUNIOR COLLEGE--THE ORGANIZATION
AND OPERATION OF A JUNIOR COLLEGE
PLACEMENT BUREAU.

ED 014 968

STUDENT RECORDS

INSTITUTIONAL RESEARCH AND INFO-
RMATION CONTROL.

ED 014 794

STUDENT TEACHER RELATION- SHIP

THE DIFFERENTIAL EFFECTIVENESS
OF HIGH SCHOOLS WITH SELECTED
CHARACTERISTICS IN PRODUCING COG-
NITIVE GROWTH IN DIFFERENT KINDS
OF STUDENTS.

BR-6-8570

ED 014 771

THE DEVELOPMENT OF SELF-OTHER
RELATIONSHIPS DURING PROJECT
HEAD START.

OEO-511

ED 015 008

STRUCTURAL AND AFFECTIVE AS-
PECTS OF CLASSROOM CLIMATE.

ED 015 154

EFFECTS OF TUTORING AND PRACTICE
TEACHING ON SELF-CONCEPT AND AT-
TITUDES IN EDUCATION STUDENTS.

ED 015 155

CLASSROOM CLIMATE AND GROUP
LEARNING.

ED 015 156

STUDENT TEACHERS

EFFECTS OF TUTORING AND PRACTICE
TEACHING ON SELF-CONCEPT AND AT-
TITUDES IN EDUCATION STUDENTS.

ED 015 155

SELF PERCEIVED MASTERY OF CURRI-
CULUM CONTENT AND OF METHODS ON
THE PART OF BEGINNING ELEMENT-
ARY SCHOOL TEACHERS AND PROSPEC-
TIVE TEACHERS AT VARIOUS STAGES
OF PREPARATION.

ED 015 160

STUDENT TESTING

TEACHER-MADE EXAMINATIONS--
WHAT KIND OF THINKING DO THEY
DEMAND.

ED 015 170

STUDENT TRANSPORTATION

QUESTION-WHAT MAKES A SCHOOL
SITE SAFE. ANSWER-DEFINITE PLANN-
ING.

VOL-32-NO-4

ED 014 862

STUDENTS

SCHOOL PHOBIA--A SYSTEMS APP-
ROACH.

ED 014 752

ESTIMATES OF SCHOOL STATISTICS,
1966-67.

RR-1966-R20

ED 014 784

DERIVING, SPECIFYING, AND USING IN-
STRUCTIONAL OBJECTIVES.
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ED 014 795

LEARNING FROM TELEVISION, WHAT
THE RESEARCH SAYS.

ED 014 900

STUDY ABROAD

FOREIGN LANGUAGE TEACHING--CHAL-
LENGES TO THE PROFESSION. REPORTS
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NORTHEAST CONFERENCE ON THE
TEACHING OF FOREIGN LANGUAGES,
1965.

ED 014 934

SUBPROFESSIONALS

INSTITUTE FOR URBAN SERVICE
AIDES, A PROJECT OF GEORGETOWN
UNIVERSITY UNDER TITLE I OF THE HI-
GHER EDUCATION ACT OF 1965.

ED 014 641

TRAINING THE NONPROFESSIONAL.

ED 014 642

NEW AREAS OF SOCIAL WORK FOR THE
SUB-PROFESSIONAL.

ED 014 755

STUDENT INDEXER TRAINING PRO-
GRAM AND THE IMPROVED OPERATION
OF A DOCUMENT RETRIEVAL SYSTEM.
FINAL SUMMARY REPORT.

AFRM-TR-66-391

ED 015 002

"MOTIVATED LEARNING" READING
TREATMENT WITH ADDITIONAL
SUBJECTS AND INSTRUCTIONAL
TECHNICIANS.

TR-22

ED 015 110

THE CURRENT EMPLOYMENT MARKET
FOR ENGINEERS, SCIENTISTS, AND
TECHNICIANS, DECEMBER 1966.

ED 015 294

THE CURRENT EMPLOYMENT MARKET
FOR ENGINEERS, SCIENTISTS, AND
TECHNICIANS, OCTOBER 1965.

ED 015 295

SUMMER INSTITUTES

EVALUATIONS OF SUMMER 1966 NDEA
INSTITUTES FOR EDUCATIONAL MEDIA
SPECIALISTS AND SCHOOL LIBRARY
PERSONNEL.

BR-5-0270

ED 014 892

A WORKSHOP APPROACH TO READING
PROBLEMS.

ED 015 083

SUPERVISION

VOLUNTEERS TODAY--FINDING, TRAIN-
ING AND WORKING WITH THEM.

ED 014 645

SUPERVISORS

THE FOREMAN PROBLEM IN JAPANESE
INDUSTRY.

ED 014 654

LEADERSHIP PERFORMANCE OF NURS-
ING SUPERVISORS AT TWO ORGANIZA-
TIONAL LEVELS.

TR-48-67-4

ED 014 791

SUPERVISORY TRAINING

MANAGERIAL AND SUPERVISORY EDU-
CATIONAL NEEDS OF BUSINESS AND
INDUSTRY IN PENNSYLVANIA (AND)
SURVEY REPORT OF MANAGERIAL AND
SUPERVISORY EDUCATIONAL NEEDS
OF BUSINESS AND INDUSTRY IN PENN-
SYLVANIA.

ED 014 631

THE FOREMAN PROBLEM IN JAPANESE
INDUSTRY.

ED 014 654

SWAHILI

SWAHILI GRAMMAR AND SYNTAX. DU-
QUESNE STUDIES, AFRICAN SERIES 1.
NDEA-VI-333

ED 014 707

SYMBOLIC LEARNING

THE FORMATION OF ADDITION AND
SUBTRACTION CONCEPTS BY PUPILS IN
GRADES ONE AND TWO. FINAL REPORT.

CRP-S-244

ED 015 015

SYNTAX

SWAHILI GRAMMAR AND SYNTAX. DU-
QUESNE STUDIES, AFRICAN SERIES 1.
NDEA-VI-333

ED 014 707

TWO APPROACHES TO TEACHING SYNTAX. INDIANA UNIVERSITY ENGLISH CURRICULUM STUDY SERIES.
BR-5-0677-3 ED 015 199

SYSTEMS APPROACH

THE CONCEPT OF SYSTEM.
BR-5-0217-20 ED 014 786

INCEPTION, DESIGN AND IMPLEMENTATION OF A MANAGEMENT INFORMATION SYSTEM.
STATEMENT-1 ED 014 792

MAN-MACHINE SYSTEMS IN EDUCATION.
ED 014 888

THE RULEG SYSTEM FOR THE CONSTRUCTION OF PROGRAMMED VERBAL LEARNING SEQUENCES.
CRP-691-3 ED 014 894

SYSTEMS CONCEPTS

THE CONCEPT OF SYSTEM.
BR-5-0217-20 ED 014 786

SYSTEMS DEVELOPMENT

INCEPTION, DESIGN AND IMPLEMENTATION OF A MANAGEMENT INFORMATION SYSTEM.
STATEMENT-1 ED 014 792

SYSTEM DEVELOPMENT PLAN FOR A NATIONAL CHEMICAL INFORMATION SYSTEM.
ED 014 998

SYSTEM PERFORMANCE SPECIFICATION FOR A NATIONAL CHEMICAL INFORMATION SYSTEM.
ED 014 999

TGROUPS

HUMAN RELATIONS TRAINING AND ITS EFFECT ON THE TEACHER-LEARNING PROCESS IN THE SOCIAL STUDIES.
ED 015 145

TABLES (DATA)

THEY WENT TO COLLEGE--A DESCRIPTIVE SUMMARY OF THE CLASS OF 1965.
ACE-RR-VOL-2-NO-5 ED 014 776

TESTS FOR THE EVALUATION OF SCHOOL DISTRICT POLICIES ON TEACHER'S SALARIES.
ED 015 165

THE FIRST YEAR OF TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. STATISTICAL REPORT.
ED 015 229

TAGALOG

BEGINNING TAGALOG, A COURSE FOR SPEAKERS OF ENGLISH.
NDEA-VI-334 ED 014 696

A WORKBOOK FOR LEARNING PHILIPPINE LANGUAGES.
ED 014 720

TAPE RECORDINGS

AN EXAMINATION OF THE STRUCTURE AND EFFECTIVENESS OF SLIDE-TAPES

PRODUCED BY RATIONAL ANALYSIS AND SELF-SEQUENCING TECHNIQUES.
R-58 ED 014 891

TASK PERFORMANCE

A STUDY OF SIMULATOR CAPABILITIES IN AN OPERATIONAL TRAINING PROGRAM.
RAMRL-TR-67-14 ED 014 647

TRAINING TASKS AND MEDIATOR ORIENTATION IN HETEROCULTURAL NEGOTIATIONS.
TR-54-67-10 ED 014 658

A STUDY OF NORTH CAROLINA 4-H EXTENSION AGENTS' PERCEPTION OF DIFFICULTY ENCOUNTERED IN PERFORMING THEIR ROLE IN THE COMMUNITY 4-H CLUB PROGRAM.
ED 014 669

A UTILITY THEORY OF OLD AGE.
ED 014 733

A NEW LOOK AT THE EFFECTS OF ANXIETY AND STRESS ON THE PERFORMANCE OF COMPLEX INTELLECTUAL TASKS, STUDY II. SCHOOL ANXIETY AND COGNITIVE FUNCTIONING--EXPLORATORY STUDIES.
IRCOPPS-R-4-II ED 014 770

THE DERIVATION, ANALYSIS, AND CLASSIFICATION OF INSTRUCTIONAL OBJECTIVES.
TR-66-4 ED 014 793

DERIVING, SPECIFYING, AND USING INSTRUCTIONAL OBJECTIVES.
PROFESSIONAL-PAPER-10-66 ED 014 795

MAINTAINING TASK BEHAVIOR IN A LITERACY PROGRAM UNDER VARIOUS CONDITIONS OF REINFORCEMENT.
BR-6-1784-2 ED 015 113

JOB PERFORMANCE AIDS AND THEIR IMPACT ON MANPOWER UTILIZATION.
WDL-TR 3276 ED 015 316

TAXONOMY

2800 PERSONALITY TRAIT DESCRIPTORS--NORMATIVE OPERATING CHARACTERISTICS FOR A UNIVERSITY POPULATION.
UM-08310-1-T ED 014 738

A NEW LOOK AT THE EFFECTS OF ANXIETY AND STRESS ON THE PERFORMANCE OF COMPLEX INTELLECTUAL TASKS, STUDY II. SCHOOL ANXIETY AND COGNITIVE FUNCTIONING--EXPLORATORY STUDIES.
IRCOPPS-R-4-II ED 014 770

INSTRUCTIONAL ILLUSTRATIONS--A SURVEY OF TYPES OCCURRING IN PRINT MATERIALS FOR FOUR SUBJECT AREAS.
NDEA-VIII-1381 ED 014 907

A STUDY OF THE LOGIC OF TEACHING. A REPORT ON THE FIRST PHASE OF A FIVE-YEAR RESEARCH PROJECT--THE LOGICAL STRUCTURE OF TEACHING AND THE DEVELOPMENT OF CRITICAL THINKING.
CRP-258-7287 ED 015 164

TEACHER ADMINISTRATOR RELATIONSHIP

THE INNOVATION AND SHARING OF TEACHING PRACTICES I--A STUDY OF

PROFESSIONAL ROLES AND SOCIAL STRUCTURES IN SCHOOLS. FINAL REPORT.
CRP-2636 ED 014 816

FACULTY-ADMINISTRATION RELATIONSHIPS--WHY THE CONFLICT.
ED 014 951

TEACHER AIDES

AIDES FOR ADULT EDUCATION, A TRAINING PROGRAM FUNDED BY THE OHIO BOARD OF REGENTS UNDER TITLE 1 OF THE HIGHER EDUCATION ACT. FINAL REPORT.
ED 014 664

AIDES FOR TEACHERS, A REPORT PREPARED FOR THE RESEARCH AND DEVELOPMENT COUNCIL.
ED 015 149

THE TEACHER AUXILIARY-AIDE OR MAID, AN ANALYSIS WITH ANNOTATED BIBLIOGRAPHY.
ED 015 171

THE LAY READER PROGRAM IN ACTION.
ED 015 178

TEACHER ALIENATION

ALIENATION FROM THE SCHOOL SYSTEM--ITS DYNAMICS AND STRUCTURE.
BR-5-0268 ED 014 815

TEACHER ASSOCIATIONS

PROSPECTS FOR A UNIFIED PROFESSION.
ED 014 926

TEACHER ATTITUDES

THE ATTITUDES OF CERTIFICATED INSTRUCTIONAL PERSONNEL TOWARD PROFESSIONAL NEGOTIATION AND "SANCTIONS."
BR-6-8367 ED 014 801

RELATIVE IMPORTANCE OF READING READINESS FACTORS AS PERCEIVED BY VARIOUS TEACHER GROUPS.
BR-5-0250-1 ED 015 106

A SURVEY OF TRAINING, ASSIGNMENTS, AND ATTITUDES OF ENGLISH TEACHERS IN IOWA PUBLIC SCHOOLS--GRADES 9-12.
767C-169NDEA-111 ED 015 176

SPEECH FRIGHT PROBLEMS OF GRADE SCHOOL STUDENTS.
CRP-S-936-63 ED 015 198

TEACHER BEHAVIOR

THE POLITICAL WORLD OF THE HIGH SCHOOL TEACHER.
BR-5-0217-21 ED 014 789

TEACHER PARTICIPATION IN THE COMMUNITY. ROLE EXPECTATIONS AND BEHAVIOR.
BR-5-0217-23 ED 014 798

TEACHER CHARACTERISTICS

TRAINING OF ADULT EDUCATION PERSONNEL, NUMBER 1--CURRENT INFORMATION SOURCES.
ED 014 670

A DESCRIPTIVE SURVEY OF TEACHERS OF PRIVATE TRADE AND-TECHNICAL SCHOOLS ASSOCIATED WITH THE NATIONAL ASSOCIATION OF TRADE AND TECHNICAL SCHOOLS.

ED 014 676

THE APPLICATION BLANK AS A PREDICTIVE INSTRUMENT FOR THE SELECTION OF PART-TIME TEACHERS IN AN EVENING COLLEGE.

64-1228 ED 014 683

SOCIAL STRUCTURE AND INNOVATION IN ELEMENTARY SCHOOLS.

BR-5-0268-1 ED 014 817

THE DEVELOPMENT OF SELF-OTHER RELATIONSHIPS DURING PROJECT HEAD START.

OEO-511 ED 015 008

TEACHER DEVELOPED MATERIALS

GATEWAY ENGLISH, IDENTIFICATION AND IMAGE STORIES (A GUIDE FOR TEACHERS).

BR-5-0687 ED 015 203

TEACHER EDUCATION

OBSERVATION AND DEMONSTRATION IN TEACHER EDUCATION BY CLOSED CIRCUIT TELEVISION AND VIDEO TAPE RECORDINGS.

BR-5-1009 ED 014 904

PROCEEDINGS OF THE ANNUAL UNIVERSITY-JUNIOR COLLEGE CONFERENCE (4TH, UNIVERSITY OF WASHINGTON, SEATTLE, FEBRUARY 1-3, 1962).

ED 014 980

PLANNING FOR HEALTH EDUCATION IN SCHOOLS.

ED 015 135

TEACHING SCIENCE AT THE SECONDARY STAGE, A HANDBOOK ON THE TEACHING OF SCIENCE TO THE AVERAGE PUPIL.

ED 015 137

THE ATLANTA AREA WORKSHOP ON PREPARING TEACHERS TO WORK WITH DISADVANTAGED YOUTH (PINE MOUNTAIN, GEORGIA, MARCH 5-8, 1967).

ED 015 151

THE TEACHER PREPARATION MYTH-A PHOENIX TOO FREQUENT.

ED 015 152

A SURVEY OF TRAINING, ASSIGNMENTS, AND ATTITUDES OF ENGLISH TEACHERS IN IOWA PUBLIC SCHOOLS- GRADES 9-12.

767C-169NDEA-111 ED 015 176

AN ANALYSIS OF GRADUATE WORK IN INSTITUTIONS WITH PROGRAMS FOR INDUSTRIAL ARTS EDUCATION PERSONNEL.

MONOGRAPH-1 ED 015 270

TEACHER EDUCATION CURRICULUM

METHOD IN THE TEACHING OF ENGLISH.

ED 015 195

ENGLISH COMPOSITION-A COLLEGE PROBLEM, A STUDY OF THE COLLEGE

PREPARATION OF PROSPECTIVE TEACHERS OF SECONDARY SCHOOL ENGLISH.

ED 015 196

THE VALUE OF THE CLASSICS AS AN ELECTIVE IN COLLEGE COURSES FOR THE ENGLISH MAJOR WHO INTENDS TO TEACH IN HIGH SCHOOL. INTERIM REPORT.

CRP-HE-145 ED 015 201

TEACHER EMPLOYMENT

REGIONAL CONFERENCE ON SUPPLY AND DEMAND OF TEACHERS OF OCCUPATIONAL EDUCATION IN THE SOUTH. CENTER SEMINAR AND CONFERENCE REPORT, NUMBER 4.

BR-5-1005-CR-4 ED 015 265

TEACHER EVALUATION

REMARKS ON THE MAX WOLFF REPORT.

ED 015 030

A PERFORMANCE TEST OF TEACHING EFFECTIVENESS.

ED 015 144

TEACHER IMPROVEMENT

AN EXAMINATION OF THE STRUCTURE AND EFFECTIVENESS OF SLIDE-TAPES PRODUCED BY RATIONAL ANALYSIS AND SELF-SEQUENCING TECHNIQUES.

R-58 ED 014 891

SELF TAUGHT-A PAINLESS APPROACH.

ED 015 168

TEACHER PARTICIPATION

TEACHER PARTICIPATION IN THE COMMUNITY, ROLE EXPECTATIONS AND BEHAVIOR.

BR-5-0217-23 ED 014 798

TEACHER RECRUITMENT

REGIONAL CONFERENCE ON SUPPLY AND DEMAND OF TEACHERS OF OCCUPATIONAL EDUCATION IN THE SOUTH. CENTER SEMINAR AND CONFERENCE REPORT, NUMBER 4.

BR-5-1005-CR-4 ED 015 265

TEACHER ROLE

TEACHER PARTICIPATION IN THE COMMUNITY, ROLE EXPECTATIONS AND BEHAVIOR.

BR-5-0217-23 ED 014 798

THE TEACHER'S ROLE IN CLASSES USING SELF-STUDY MATERIALS.

ED 015 169

TEACHER SALARIES

AN INDEX SYSTEM FOR EQUATING JUNIOR COLLEGE FACULTY EFFORTS.

ED 014 977

TESTS FOR THE EVALUATION OF SCHOOL DISTRICT POLICIES ON TEACHER'S SALARIES.

ED 015 165

TEACHER SELECTION

NEEDED RESEARCH IN TEACHER SELECTION.

ED 015 150

THE PREPARATION OF CURRICULUM MATERIALS AND THE DEVELOPMENT OF TEACHERS FOR AN EXPERIMENTAL APPLICATION OF THE CLUSTER CONCEPT OF VOCATIONAL EDUCATION AT THE SECONDARY SCHOOL LEVEL. PHASE II, CLUSTER CONCEPT PROJECT. SECOND QUARTERLY REPORT.

BR-6-2312-QR-2 ED 015 261

TEACHER STRIKES

THE ATTITUDES OF CERTIFICATED INSTRUCTIONAL PERSONNEL TOWARD PROFESSIONAL NEGOTIATION AND "SANCTIONS."

BR-6-8367 ED 014 801

WORK STOPPAGES AND TEACHERS - HISTORY AND PROSPECT.

ED 015 298

TEACHER SUPPLY AND DEMAND

REGIONAL CONFERENCE ON SUPPLY AND DEMAND OF TEACHERS OF OCCUPATIONAL EDUCATION IN THE SOUTH. CENTER SEMINAR AND CONFERENCE REPORT, NUMBER 4.

BR-5-1005-CR-4 ED 015 265

TEACHER WORKSHOPS

AIDES FOR ADULT EDUCATION, A TRAINING PROGRAM FUNDED BY THE OHIO BOARD OF REGENTS UNDER TITLE 1 OF THE HIGHER EDUCATION ACT. FINAL REPORT.

ED 014 664

THE ATLANTA AREA WORKSHOP ON PREPARING TEACHERS TO WORK WITH DISADVANTAGED YOUTH (PINE MOUNTAIN, GEORGIA, MARCH 5-8, 1967).

ED 015 151

TEACHERS

LEAVE OF ABSENCE PRACTICES IN SOUTH DAKOTA SCHOOLS-SCHOOL YEAR 1964-65.

BULL-1965-RD-8 ED 015 034

TOWARDS EXCELLENCE IN TEACHING. REPORT TO THE SUPERINTENDENT OF SCHOOLS BY THE SCHOOL-COMMUNITY COMMITTEE FOR EDUCATIONAL EXCELLENCE.

ED 015 143

TEACHER-MADE EXAMINATIONS-WHAT KIND OF THINKING DO THEY DEMAND.

ED 015 170

TEACHING

AN EXPERIMENT TO IMPROVE THE REASONING ABILITY OF SEVENTH-GRADE STUDENTS. FINAL REPORT.

BR-6-8110 ED 014 765

A STUDY OF THE LOGIC OF TEACHING. A REPORT ON THE FIRST PHASE OF A FIVE-YEAR RESEARCH PROJECT-THE LOGICAL STRUCTURE OF TEACHING AND THE DEVELOPMENT OF CRITICAL THINKING.

CRP-258-7257 ED 015 164

REVIEW OF RESEARCH-SOCIAL AND
PHILOSOPHICAL FOUNDATIONS.

ED 015 167

TEACHING ASSIGNMENT

AN INDEX SYSTEM FOR EQUATING JUNIOR COLLEGE FACULTY EFFORTS.

ED 014 977

A SURVEY OF TRAINING, ASSIGNMENTS, AND ATTITUDES OF ENGLISH TEACHERS IN IOWA PUBLIC SCHOOLS-- GRADES 9-12.

767C-169NDEA-111

ED 015 176

TEACHING GUIDES

PASHTO INSTRUCTOR'S HANDBOOK.

NDEA-VI-316-3

ED 014 718

INDOOR PLAY ACTIVITIES.

NCSBE-PUB-309

ED 015 039

CAREER OPPORTUNITIES IN AGRICULTURAL SALES AND SERVICE. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 1.

ED 015 233

ORIENTATION TO THE SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 2.

ED 015 234

HUMAN RELATIONS IN AGRICULTURAL OCCUPATIONS. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 3.

ED 015 235

AGRICULTURAL SALESMANSHIP. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 4.

ED 015 236

ORGANIZATIONS AND FUNCTIONS OF AGRICULTURAL BUSINESSES. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 5.

ED 015 237

BUSINESS PROCEDURES. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 6.

ED 015 238

FEEDS SALES AND SERVICE. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 7.

ED 015 239

CROP, LAWN, AND GARDEN SEEDS SALES AND SERVICE. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 8.

ED 015 240

FERTILIZERS SALES AND SERVICE. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 9.

ED 015 241

AGRICULTURAL CHEMICALS SALES AND SERVICE. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 10.

ED 015 242

PETROLEUM AND PETROLEUM PRODUCTS SALES AND SERVICE. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 11.

ED 015 243

MISCELLANEOUS AGRICULTURAL SUPPLIES AND SMALL EQUIPMENT SALES AND SERVICE. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 12.

ED 015 244

INDUSTRIAL RADIOGRAPHY COURSE, INSTRUCTOR'S GUIDE, VOLUME 1.

BR-5-0042-VOL-1

ED 015 271

TEACHING LOAD

AN INDEX SYSTEM FOR EQUATING JUNIOR COLLEGE FACULTY EFFORTS.

ED 014 977

TEACHING MACHINES

REPETITION AND SPACED REVIEW IN THE LEARNING OF CONNECTED DISCOURSE.

CRP-1343-1

ED 014 876

AN INVESTIGATION OF "TEACHING MACHINE" VARIABLES USING LEARNING PROGRAMS IN SYMBOLIC LOGIC.

CRP-691-2

ED 014 880

TEACHING MACHINES AND PROGRAMMED LEARNING IN THE SOVIET BLOC--A SURVEY OF THE PUBLISHED LITERATURE, 1962-1963.

JPRS-23-280

ED 014 903

A STUDY OF PROGRAMMED INSTRUCTION IN BRAILLE.

ED 015 303

TEACHING METHODS

AN INVESTIGATION OF MATERIALS AND METHODS FOR THE INTRODUCTORY STAGE OF ADULT LITERACY EDUCATION.

ED 014 829

TEACHING READING TO DEAF CHILDREN. THE LEXINGTON SCHOOL FOR THE DEAF EDUCATION SERIES, BOOK IV.

ED 014 828

GUIDING THE RETARDED CHILD, AN APPROACH TO A TOTAL EDUCATIONAL PROGRAM.

ED 014 835

THE DEVELOPMENT OF THE TEACHING SPACE DIVIDER.

RR-1

ED 014 854

HOW TO TEACH AN ESSAY.

ED 014 969

DYSLEXIA--READING DISABILITY WITH NEUROLOGICAL INVOLVEMENT.

ED 015 085

SCIENCE FOR THE EIGHTS-TWELVES.

ED 015 131

TEACHING SCIENCE AT THE SECONDARY STAGE, A HANDBOOK ON THE TEACHING OF SCIENCE TO THE AVERAGE PUPIL.

ED 015 137

DIMENSIONS OF CHANGE IN HIGHER EDUCATION, CONFERENCE ON INNOVATION (3D, BARD COLLEGE, ANNANDALE-ON-HUDSON, NEW YORK, JANUARY 25-28, 1967). CONFERENCE SUMMARY.

ED 015 139

CURRENT RESEARCH IN SOCIAL STUDIES. BULLETIN OF THE SCHOOL OF EDUCATION, INDIANA UNIVERSITY.

ED 015 141

SELF PERCEIVED MASTERY OF CURRICULUM CONTENT AND OF METHODS ON THE PART OF BEGINNING ELEMENTARY SCHOOL TEACHERS AND PROSPECTIVE TEACHERS AT VARIOUS STAGES OF PREPARATION.

ED 015 160

TOWARDS A SYNTHESIS.

ED 015 182

ENGLISH LANGUAGE PROGRAMS FOR THE SEVENTIES.

ED 015 186

METHOD IN THE TEACHING OF ENGLISH.

ED 015 195

TEACHING PROCEDURES

THE EDUCATION OF INDIVIDUALS.

WORKING-PAPER-12

ED 014 785

THE INNOVATION AND SHARING OF TEACHING PRACTICES I--A STUDY OF PROFESSIONAL ROLES AND SOCIAL STRUCTURES IN SCHOOLS. FINAL REPORT.

CRP-2636

ED 014 816

TEACHING READING TO CHILDREN WITH LOW MA'S.

ED 015 020

THE DIRECT INSTRUCTION PROGRAM FOR TEACHING READING.

ED 015 022

TEACHING QUALITY

THE APPLICATION BLANK AS A PREDICTIVE INSTRUMENT FOR THE SELECTION OF PART-TIME TEACHERS IN AN EVENING COLLEGE.

64-1228

ED 014 683

TEACHING TECHNIQUES

TEACHING ADULTS TO READ.

ED 014 680

TRANSLATION AS A BASIS FOR CONTRASTIVE LINGUISTIC ANALYSIS.

ED 014 919

FOREIGN LANGUAGE TESTS AND TECHNIQUES. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1956.

ED 014 941

THE EFFECTS OF MONTESSORI EDUCATIONAL TECHNIQUES ON CULTURALLY DISADVANTAGED HEAD START CHILDREN.

OEO-631

ED 015 009

REPORT OF A RESEARCH AND DEMONSTRATION PROJECT FOR CULTURALLY DISADVANTAGED CHILDREN IN THE ANCONA MONTESSORI SCHOOL.

ILL-CAP-66-9255

ED 015 014

TEACHING A TEACHING LANGUAGE TO DISADVANTAGED CHILDREN.

ED 015 021

EDUCATIONAL ATTAINMENT AND ATTITUDES TOWARD SCHOOL-AS A FUNCTION OF FEEDBACK IN THE FORM OF TEACHERS' WRITTEN COMMENTS.
TECHNICAL-REPORT-NO-15 ED 015 163

THE TEACHER'S ROLE IN CLASSES USING SELF-STUDY MATERIALS.
ED 015 169

PRESIDENTIAL ADDRESS.
ED 015 180

CLASSROOM PRACTICES DEEMED EFFECTIVE BY NINETY-EIGHT PARTICIPANTS IN 1965 NDEA ENGLISH INSTITUTES.
ED 015 208

TEAM TEACHING

TWO EXPERIMENTAL APPROACHES TO FRESHMAN COMPOSITION-LECTURE-TUTORIAL AND TEAM TEACHING.
ED 015 214

TECHNICAL EDUCATION

DIRECTORY OF ASSOCIATIONS, SOCIETIES, AND ORGANIZATIONS WITH RESOURCES FOR JUNIOR COLLEGE VOCATIONAL-TECHNICAL EDUCATION. REVIEW DRAFT.
ED 014 967

COSTS AND RETURNS OF TECHNICAL EDUCATION, A PILOT STUDY.
ED 015 247

ADAPTING EDUCATIONAL CHANGE TO MANPOWER NEEDS IN QUINCY, MASSACHUSETTS, AND WOOD COUNTY (PARKERSBURG), WEST VIRGINIA.
ED 015 268

AN ANALYSIS OF GRADUATE WORK IN INSTITUTIONS WITH PROGRAMS FOR INDUSTRIAL ARTS EDUCATION PERSONNEL.
MONOGRAPH-1 ED 015 270

A COMPARATIVE ANALYSIS OF ELECTRONIC CONTENT IN PUBLIC POST-HIGH SCHOOL TECHNICAL INSTITUTES AND ELECTRONICS TECHNOLOGY REQUIREMENTS OF INDUSTRY.
BR-6-8590 ED 015 302

ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, WINTER 1967.
ED 015 335

ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, WINTER 1967.
ED 015 336

MICROFICHE COLLECTION OF DOCUMENTS REPORTED IN ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, WINTER 1967.
ED 015 348

MICROFICHE COLLECTION OF DOCUMENTS REPORTED IN ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, WINTER 1967.
ED 015 349

TECHNOLOGICAL ADVANCEMENT

WORK INCENTIVES IN AN AGE OF AUTOMATION.
ED 014 748

TECHNOLOGY AND MANPOWER IN THE TELEPHONE INDUSTRY, 1965-75.
MANPOWER-RES-BULL-13 ED 015 257

OBSOLESCENCE AND UPDATING OF ENGINEERS' AND SCIENTISTS' SKILLS. FINAL REVISED REPORT.
ED 015 324

EVALUATION OF CHANGES IN SKILL-PROFILE AND JOB-CONTENT DUE TO TECHNOLOGICAL CHANGE, METHODOLOGY AND PILOT RESULTS FROM THE BANKING, STEEL AND AEROSPACE INDUSTRIES.
ED 015 326

TECHNOLOGY

TECHNICAL DICTIONARY, ENGLISH-FRENCH.
ED 014 924

AUTHENTIC INVOLVEMENT IN INTERDISCIPLINARY DESIGN, PROCEEDINGS OF CONFERENCE ON ENGINEERING DESIGN EDUCATION (3D, CARNEGIE INSTITUTE OF TECHNOLOGY, JULY 12-13, 1965).
ED 015 128

TEENAGERS

NUTRITIONAL HEALTH OF TEENAGERS.
ED 015 050

TELEPHONE COMMUNICATIONS INDUSTRY

TECHNOLOGY AND MANPOWER IN THE TELEPHONE INDUSTRY, 1965-75.
MANPOWER-RES-BULL-13 ED 015 257

TELEVISED INSTRUCTION

"THIS BUSINESS OF FARMING" 1964, A STUDY OF AUDIENCE REACTIONS TO A TELEVISED COURSE OF INSTRUCTION FOR FARMERS IN THE PRAIRIE PROVINCES OF CANADA.
ED 014 881

TELEVISION

SPECTRUM OF ELECTRONIC TEACHING AIDS IN EDUCATION-FUNCTIONS, FACILITIES, BUDGETS.
ED 014 867

TELEVISION VIEWING

AN ANALYSIS OF THE ROLE OF PRINCIPAL PHILOSOPHIES OF ADULT EDUCATION IN EDUCATIONAL TELEVISION PROGRAMMING FOR ADULTS.
64-5644 ED 014 684

"THIS BUSINESS OF FARMING" 1964, A STUDY OF AUDIENCE REACTIONS TO A TELEVISED COURSE OF INSTRUCTION FOR FARMERS IN THE PRAIRIE PROVINCES OF CANADA.
ED 014 881

TENL

NEGRO CHILDREN'S DIALECT IN THE INNER CITY.
ED 014 725

TEST CONSTRUCTION

THE JOHNS HOPKINS PERCEPTUAL TEST-ITS DEVELOPMENT AND CURRENT STATUS AS A MEASURE OF INTELLECTUAL FUNCTIONING.
ED 014 754

THE ANALYSIS OF DIAGNOSTIC EFFECTIVENESS OF A FACET DESIGN BATTERY OF ACHIEVEMENT AND ANALYTICAL ABILITY TEST.
BR-5-1409 ED 014 773

ITEM SELECTION TECHNIQUES AND EVALUATION OF INSTRUCTIONAL OBJECTIVES.
LROC-REPRINT-4 ED 014 805

A PERFORMANCE TEST OF TEACHING EFFECTIVENESS.
ED 015 144

TEACHER-MADE EXAMINATIONS-WHAT KIND OF THINKING DO THEY DEMAND.
ED 015 170

SPEECH FRIGHT PROBLEMS OF GRADE SCHOOL STUDENTS.
CRP-S-936-63 ED 015 198

THE DEVELOPMENT OF ACHIEVEMENT MEASURES FOR TRADE AND TECHNICAL EDUCATION. PROGRESS REPORT NUMBER THREE.
BR-5-1319-PR-3 ED 015 278

TEST INTERPRETATION

ESTIMATING READING ABILITY LEVEL FROM THE AGE GENERAL APTITUDE INDEX.
PRL-TR-66-1 ED 015 105

TEST RELIABILITY

ITEM SELECTION TECHNIQUES AND EVALUATION OF INSTRUCTIONAL OBJECTIVES.
LROC-REPRINT-4 ED 014 805

TEST VALIDITY

DEVELOPMENT OF APPROPRIATE EVALUATION TECHNIQUES FOR SCREENING CHILDREN IN A HEAD START PROGRAM. A PILOT PROJECT.
OEO-515 ED 015 006

A PERFORMANCE TEST OF TEACHING EFFECTIVENESS.
ED 015 144

TESTING

RELATIONSHIP BETWEEN MEASURES OF ACADEMIC MOTIVATION AND ACHIEVEMENT IN COLLEGE. FINAL TECHNICAL REPORT.
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P-3485

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ED 015 094

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ED 015 174

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VOL-32-NO-4

ED 014 862

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VOL-32-NO-4

ED 014 862

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ED 014 795

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ED 015 265

VOCATIONAL REHABILITATION

FOLLOW-UP STUDY OF PROJECT UPLIFT, THE MDTA E AND D PROJECT CONDUCTED BY FLORIDA A AND M UNIVERSITY.
BSSR-369

ED 013 967

THE MMPI AS A MEASURE OF TREATMENT EFFECTS IN VOCATIONAL REHABILITATION. FINAL REPORT.

ED 014 734

TRAINING FOR INDEPENDENT LIVING, A COMMUNITY PROGRAM FOR SEVERELY RETARDED ADULTS. A THREE YEAR REPORT.

ED 014 823

WORKSHOP FOR BAPTISTS ON DEAFNESS AND REHABILITATION (UNIVERSITY OF TENNESSEE, AUGUST 16-19, 1965).

ED 014 829

AUDIO VISUAL MATERIALS.

ED 014 834

SELECTED PAPERS FROM PROFESSIONAL PROGRAM SEGMENTS OF UNITED CEREBRAL PALSY'S ANNUAL CONFERENCE (15TH, LOS ANGELES, CALIFORNIA, MARCH 11-13, 1965).

ED 014 840

YOUTH IN TROUBLE, A VOCATIONAL APPROACH. A VOCATIONAL REHABILITATION DEMONSTRATION IN A RESIDENTIAL TREATMENT CENTER TO MEET THE VOCATIONAL AND COMMUNITY ADJUSTMENT NEEDS OF EMOTIONALLY DISTURBED YOUTH ADJUDGED

TO BE JUVENILE DELINQUENT. FINAL REPORT.

ED 015 307

PARENT REPORT AFTER SECOND YEAR'S OPERATION. COOPERATIVE SCHOOL-REHABILITATION CENTER SPECIAL REPORTS, NUMBER 3.

ED 015 310

VOCATIONAL READINESS FOR YOUNG DISABLED STUDENTS IN NEW YORK CITY, A 3-YEAR INTERIM REPORT OF A 5-YEAR COLLABORATIVE STUDY.

ED 015 314

VOCATIONAL RETRAINING

NEW CAREERS IN MIDDLE AGE, SEPARATUM TO PROCEEDINGS OF THE INTERNATIONAL CONGRESS OF GERONTOLOGY (7TH, VIENNA, JUNE 26-JULY 2, 1966).

ED 014 663

UNION RETRAINING PROGRAMS AND THE ROLE OF COLLECTIVE BARGAINING IN COMBATING CHRONIC UNEMPLOYMENT.

ED 014 677

VOCATIONAL SCHOOLS

COLLEGES OF APPLIED ARTS AND TECHNOLOGY-BASIC DOCUMENTS.

ED 014 982

DETERMINE THE FEASIBILITY OF DEVELOPING A MODEL DESCRIBING THE FLOW OF OCCUPATIONAL AND ECONOMIC INFORMATION INTO THE SECONDARY VOCATIONAL-TECHNICAL SCHOOL. FINAL REPORT.

BR-6-1544

ED 015 273

THE ROLE OF TECHNICAL SCHOOLS IN IMPROVING THE SKILLS AND EARNING CAPACITY OF RURAL MANPOWER, A CASE STUDY. FINAL REPORT.

ED 015 329

VOLUNTARY AGENCIES

VOLUNTEERS TODAY-FINDING, TRAINING AND WORKING WITH THEM.

ED 014 645

LITERACY EDUCATION-SPECIAL ISSUE OF ASPBAE JOURNAL, VOLUME I, NUMBER 2, NOVEMBER 1966. (TITLE SUPPLIED).

ED 014 649

VOLUNTEERS

VOLUNTEERS TODAY-FINDING, TRAINING AND WORKING WITH THEM.

ED 014 645

NEW AREAS OF SOCIAL WORK FOR THE SUB-PROFESSIONAL.

ED 014 755

WAGES

EARNINGS IN THE MACHINERY INDUSTRIES, MID-1966.

ED 015 297

WINDOWLESS ROOMS

ENVIRONMENT FOR LEARNING, A RESEARCH STUDY IN SECONDARY SCHOOL DESIGN.

FORM NO-AC489

ED 014 850

A SCHOOL FOR ALL SEASONS.
SR-VOL-1-NO-24

ED 014 865

WOMENS EDUCATION

CONTINUING EDUCATION FOR WOMEN, A SELECTED ANNOTATED BIBLIOGRAPHY.

ED 014 635

WASHINGTON OPPORTUNITIES FOR WOMEN, A GUIDE TO PART-TIME WORK AND STUDY FOR THE EDUCATED WOMAN.

ED 014 675

SARAH LAWRENCE COLLEGE CENTER FOR CONTINUING EDUCATION AND COMMUNITY STUDIES. WORK IN PROGRESS REPORT III, DECEMBER, 1964-SEPTEMBER 1966.

ED 014 681

WORD LISTS

VOCABULARY GUIDE OF COGNATE WORDS IN SPANISH AND ENGLISH.

ED 015 088

WORD RECOGNITION

WORD PERCEPTION IN THE READING-THINKING PROCESS.

ED 015 094

EFFECT OF METHOD OF READING TRAINING ON INITIAL LEARNING AND TRANSFER.

ED 015 099

RELATIONSHIP BETWEEN FORMAL INTRA-LIST SIMILARITY AND MAGNITUDE OF THE VON RESTORFF EFFECT.

ED 015 100

THE EFFECT OF MEMORY SPAN ON CUE PATTERNS IN WORD RECOGNITION.

TR-16

ED 015 111

WORK ATTITUDES

MORALE AS A FUNCTION OF SELF-DEFINITION AND STAGE OF TRAINING.

R-NAMI-1007

ED 014 661

WORK INCENTIVES IN AN AGE OF AUTOMATION.

ED 014 748

STUDY OF THE MEANING, EXPERIENCE, AND EFFECTS OF THE NEIGHBORHOOD YOUTH CORPS ON NEGRO YOUTH WHO ARE SEEKING WORK. PART I, WORK ATTITUDES, SELF-IMAGE, AND THE SOCIAL AND PSYCHOLOGICAL BACKGROUND OF WORK-SEEKING NEGRO YOUNG ADULTS IN NEW YORK CITY.

NY-CAP-66-9573-0-5433024-PT-1

ED 015 312

WORK EXPERIENCE

OUT-OF-SCHOOL YOUTH - TWO YEARS LATER. SPECIAL LABOR FORCE REPORT NUMBER 71.

MON-LABOR-REV-REPRINT-2497

ED 015 289

WORK EXPERIENCE PROGRAMS

SUMMER COMMUNITY YOUTH WORK PROGRAM. FINAL REPORT.

ED 015 293

WORK STUDY PROGRAMS

TRAINING THE NONPROFESSIONAL.
ED 014 642

WORKING WOMEN

CHILD CARE ARRANGEMENTS OF THE
NATION'S WORKING MOTHERS, 1965, A
PRELIMINARY REPORT.

ED 015 272

FACT SHEET ON NONWHITE WOMEN
WORKERS.
WB-67-107

ED 015 280

WORKING WOMEN AND THE AMERICAN
ECONOMY.

ED 015 282

MARITAL AND FAMILY CHARACTERIS-
TICS OF WORKERS, MARCH 1966. SPECIAL
LABOR FORCE REPORT NUMBER 80.
MON-LABOR-REV-REPRINT-2521

ED 015 291

WORKMANS COMPENSATION

STUDIES IN WORKMEN'S COMPENSA-
TION AND RADIATION INJURY. VOLUME
I, FEDERAL-STATE COOPERATION IN
IMPROVEMENT OF WORKMEN'S COMPE-
NSATION LEGISLATION, AND PROCEED-
INGS OF A WORKSHOP.

ED 015 274

STUDIES IN WORKMEN'S COMPENSA-
TION AND RADIATION INJURY. VOLUME
III, A REPORT ON IONIZING RADIATION
RECORD KEEPING.

ED 015 276

WORKMENS COMPENSATION

STUDIES IN WORKMEN'S COMPENSA-
TION AND RADIATION INJURY. VOLUME
II, THE INCIDENCE, NATURE AND AD-
JUDICATION OF WORKMEN'S COMPENSA-
TION CLAIMS INVOLVING RADIATION
EXPOSURE AND DELAYED INJURY.

ED 015 275

WORLD AFFAIRS

A GUIDE TO UNDERSTANDING WORLD
AFFAIRS.

ED 014 666

WRITTEN LANGUAGE

CHARACTER TEXT FOR ADVANCED
CHINESE. YALE LINGUISTIC SERIES.

BR-6-8633

ED 014 703

A SHORT INTRODUCTION TO THE WRIT-
ING SYSTEM OF PASHTO.

NDEA-VI-316-4

ED 014 719

YAKUT

YAKUT MANUAL. URALIC AND ALTAIC
SERIES, VOLUME 21.

P-63

ED 014 716

YOUTH

EMPLOYMENT OF SCHOOL AGE YOUTH,
OCTOBER 1966, A SPECIAL LABOR FORCE
REPORT.

ED 015 299

AN INTENSIVE INVESTIGATION OF THE
PROBLEMS ASSOCIATED WITH YOUNG
MEN WHO ARE MENTALLY UNQUALI-
FIED FOR MILITARY SERVICE. FINAL
REPORT.

SU-225

ED 015 330

YOUTH EMPLOYMENT

ADJUSTMENT OF RURAL YOUTH TO
URBAN ENVIRONMENTS.

ED 015 073

SUMMER COMMUNITY YOUTH WORK
PROGRAM. FINAL REPORT.

ED 015 293

EMPLOYMENT OF SCHOOL AGE YOUTH,
OCTOBER 1966, A SPECIAL LABOR FORCE
REPORT.

ED 015 299

YOUTH LEADERS

A STUDY OF NORTH CAROLINA 4-H EX-
TENSION AGENTS' PERCEPTION OF
DIFFICULTY ENCOUNTERED IN PER-
FORMING THEIR ROLE IN THE COM-
MUNITY 4-H CLUB PROGRAM.

ED 014 669

YOUTH OPPORTUNITIES

ADJUSTMENT OF RURAL YOUTH TO
URBAN ENVIRONMENTS.

ED 015 073

YOUTH PROBLEMS

OPENING OF CONFERENCE. NATIONAL
OUTLOOK CONFERENCE ON RURAL
YOUTH, OCTOBER 23-26, 1967, WASHING-
TON, D. C.

ED 015 053

YOUTH PROGRAMS

EVALUATION OF NEIGHBORHOOD
YOUTH CORPS PROJECTS. ABSTRACT.

ED 015 286

YOUTH IN TROUBLE, A VOCATIONAL
APPROACH. A VOCATIONAL REHABIL-
ITATION DEMONSTRATION IN A RE-
SIDENTIAL TREATMENT CENTER TO
MEET THE VOCATIONAL AND COMMUN-
ITY ADJUSTMENT NEEDS OF EMOTI-
ONALLY DISTURBED YOUTH ADJUDGED
TO BE JUVENILE DELINQUENT. FINAL
REPORT.

ED 015 307

YURAK

THE SAMOYED PEOPLES AND LANGUA-
GES. URALIC AND ALTAIC SERIES, VO-
LUME 14.

P-99

ED 014 713

YURAK CHRESTOMATHY. URALIC AND
ALTAIC SERIES, VOLUME 50.

BR-5-1269

ED 014 714

author index

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

ASH, PHILIP

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
CRP-234 ED 000 000

Accession Number



- ABE, CLIFFORD**
DESCRIPTION OF AMERICAN COLLEGE FRESHMEN..A
ACT-RR-1-MAR-65 ED 014 741
- ABE, CLIFFORD,**
DESCRIPTION OF COLLEGE FRESHMEN-I. STUDENTS WITH DIFFERENT CHOICES OF MAJOR FIELD..A
ACT-RR-3-MAY-65 ED 014 742
- ABELSON, HAROLD H.**
SELF PERCEIVED MASTERY OF CURRICULUM CONTENT AND OF METHODS ON THE PART OF BEGINNING ELEMENTARY SCHOOL TEACHERS AND PROSPECTIVE TEACHERS AT VARIOUS STAGES OF PREPARATION.
ED 015 160
- ABRAMS, JULES C.**
FACTORS AFFECTING THINKING AND COMPREHENSION SKILLS.
ED 015 097
- ADAMS, DON**
EDUCATIONAL PLANNING.
ED 014 807
- ADELSON, MARVIN**
PILOT CENTER FOR EDUCATIONAL POLICY RESEARCH. FINAL REPORT-PART I..A
TM-3645-003-00 ED 014 622
- PILOT CENTER FOR EDUCATIONAL POLICY RESEARCH. FINAL REPORT-PART II (APPENDICES)..A
TM-3645-004-00 ED 014 623
- ALBRACHT, JAMES J.**
WHAT DOES IT TAKE TO SELL FEED.
ED 015 301
- ALDRICH, LOREN J.**
INDEX SYSTEM FOR EQUATING JUNIOR COLLEGE FACULTY EFFORTS..AN
ED 014 977
- ALERS-MONTALVO, MANUEL**
ROLE OF EXTENSION EDUCATION IN A CHANGING COMMUNITY, A PROGRESS REPORT OF RESEARCH CONDUCTED IN THE STATE OF COLORADO..THE
ED 014 639
- ALEXANDER, CHARLES**
ADMINISTRATION OF LIBRARY INSTRUCTIONAL SERVICES IN THE COMMUNITY COLLEGE, HIGHLIGHTS OF A CONFERENCE (WAYNE STATE UNIVERSITY, NOVEMBER 19-20, 1965). NOVEMBER 19-20, 1965)..THE
ED 014 946
- ALKIN, MARVIN C.**
INPUT-OUTPUT RELATIONSHIPS IN A SAMPLE OF CALIFORNIA PUBLIC JUNIOR COLLEGES.
TR-1 ED 014 989
- ALLEN, CLARENCE**
INSTRUCTIONAL TELEVISION IN MUSIC EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER ONE.
ED 014 882
- ALLER, CURTIS C.**
EXPANDING RANGE OF OCCUPATIONAL AND TRAINING SERVICES FOR RURAL YOUTH..THE
ED 015 062
- AMBLER, ROSALIE K.**
MORALE AS A FUNCTION OF SELF-DEFINITION AND STAGE OF TRAINING.
R-NAMI-1007 ED 014 661
- AMMERMAN, HARRY L.**
DERIVATION, ANALYSIS, AND CLASSIFICATION OF INSTRUCTIONAL OBJECTIVES..THE
TR-66-4 ED 014 793
- ANDERSON, GARY**
CLASSROOM CLIMATE AND INDIVIDUAL LEARNING.
ED 015 153
- ANDERSON, GARY J.**
CLASSROOM CLIMATE AND GROUP LEARNING.
ED 015 156
- ANDERSON, HARRY E.**
RELATIVE IMPORTANCE OF READING READINESS FACTORS AS PERCEIVED BY VARIOUS TEACHER GROUPS.
BR-5-0250-1 ED 015 106
- ANDERSON, SCARVIA B.**
BETWEEN THE GRIMMS AND "THE GROUP"--LITERATURE IN AMERICAN HIGH SCHOOLS.
ED 015 175
- ANTHONY, EDWARD M.**
FOUNDATIONS OF THAI BOOK I, PART 1.
BR-5-1287-BK-1-PT-1 ED 014 690
- FOUNDATIONS OF THAI BOOK I, PART 2.
BR-5-1287-BK-1-PT-2 ED 014 691
- ASHBAUGH, BYRON L.**
PLANNING A NATURE CENTER.
ED 015 126
- ASTIN, ALEXANDER W.**
THEY WENT TO COLLEGE--A DESCRIPTIVE SUMMARY OF THE CLASS OF 1965.
ACE-RR-VOL-2-NO-5 ED 014 776
- ATHERTON, PAULINE**
FILE ORGANIZATION AND SEARCH STRATEGY USING THE UNIVERSAL DECIMAL CLASSIFICATION IN MECHANIZED REFERENCE RETRIEVAL SYSTEMS.
AIP-UDC-5 ED 014 994
- AUGUSTINE, ROGER D.**
PERSISTENCE AND ATTRITION OF ENGINEERING STUDENTS, A STUDY OF FRESHMAN AND SOPHOMORE ENGINEERING STUDENTS AT THREE MID-WESTERN UNIVERSITIES.
ED 014 740
- AUSMUS, NORMA F.**
CURRENT EMPLOYMENT MARKET FOR ENGINEERS, SCIENTISTS, AND TECHNICIANS, DECEMBER 1966..THE
ED 015 294
- CURRENT EMPLOYMENT MARKET FOR ENGINEERS, SCIENTISTS, AND TECHNICIANS, OCTOBER 1965..THE
ED 015 295
- AVEN, SAMUEL D.**
ENGLISH PROFICIENCY OF MALES AND FEMALES--IS THERE A DIFFERENCE.
ED 015 213
- AYER, P. E.**
ROLE, ORGANIZATION, AND PROGRAM FRAMEWORK OF THE APPALACHIA EDUCATIONAL LABORATORY, SUPPLEMENTAL FINAL REPORT. (TITLE SUPPLIED)..THE
BR-6-2909-SUPPL ED 015 058
- BAGLEY, CLARENCE H.**
INSTITUTIONAL RESEARCH AND INFORMATION CONTROL.
ED 014 794
- BAILEY, THOMAS D.**
SCHOOL LUNCH DESIGN CRITERIA, 1965.
ED 014 851
- BAKER, EVA L.**
PERFORMANCE TEST OF TEACHING EFFECTIVENESS..A
ED 015 144
- BAKER, RICHARD A.**
ABSTRACTS OF RESEARCH STUDIES IN AGRICULTURAL EDUCATION, SOUTHERN REGION, 1965-66.
ED 015 342
- BALDWIN, LELAND P.**
DIRECTORY OF ASSOCIATIONS, SOCIETIES, AND ORGANIZATIONS WITH RESOURCES FOR JUNIOR COLLEGE VOCATIONAL-TECHNICAL EDUCATION. REVIEW DRAFT.
ED 014 967
- BALDWIN, THOMAS S.**
DEVELOPMENT OF ACHIEVEMENT MEASURES FOR TRADE AND TECHNICAL EDUCATION. PROGRESS REPORT NUMBER THREE..THE
BR-5-1319-PR-3 ED 015 278
- BANFIELD, RALPH W.**
NOTES FOR COMMUNITY COLLEGE TRUSTEES, I, II--REPORTS OF ANNUAL

- CONFERENCES CONDUCTED FOR COMMUNITY COLLEGE TRUSTEES AND PRESIDENTS BY THE MIDWEST COMMUNITY COLLEGE LEADERSHIP PROGRAM (1ST, 2D, 3D, ANN ARBOR, MICHIGAN).
ED 014 975
- BARAKAT, HALIM I.**
INNOVATION AND SHARING OF TEACHING PRACTICES I-A STUDY OF PROFESSIONAL ROLES AND SOCIAL STRUCTURES IN SCHOOLS. FINAL REPORT, THE
CRP-2636
ED 014 816
- BARAKAT, HALIM ISBER**
ALIENATION FROM THE SCHOOL SYSTEM-ITS DYNAMICS AND STRUCTURE.
BR-5-0268
ED 014 815
- BARBER, C.L.**
REQUIREMENTS AND STANDARDS. ABSTRACT OF A TALK AT ADE'S MLA MEETING ON THE 1965 PROPOSALS ABOUT THE PH.D.
ED 015 212
- BARE, CLARI**
SELF-HELP CLOTHING FOR HANDICAPPED CHILDREN.
ED 014 839
- BARNETT, ANNA MAE**
DISTRIBUTIVE EDUCATION GUIDE TO AVAILABLE LITERATURE., A
ED 015 251
- BARRITT, LOREN S.**
CHANGES IN PSYCHOLINGUISTIC FUNCTIONING OF CHILDREN AFTER ONE YEAR IN AN "INTEGRATED" SCHOOL., THE
BR-6-1784-1
ED 015 217
- BARTNICK, LAWRENCE P.**
DESIGNING THE MATHEMATICS CLASSROOM.
ED 014 849
- BATTLE, MARK**
ADJUSTMENT OF RURAL YOUTH TO URBAN ENVIRONMENTS.
ED 015 073
- BAUER, FREDERICK L.**
EARNINGS IN THE MACHINERY INDUSTRIES, MID-1966.
ED 015 297
- BAUMGARTNER, BERNICE B.**
GUIDING THE RETARDED CHILD, AN APPROACH TO A TOTAL EDUCATIONAL PROGRAM.
ED 014 835
- BAUMHEIER, EDWARD C.**
STUDY - THOSE NOT WORKING IN A TIGHT LABOR MARKET, MILWAUKEE, WISCONSIN., A
ED 015 305
- BEAL, GEORGE M.**
COMMUNICATION IMPACT, A CONCEPTUAL MODEL ANALYSIS OF INDIVIDUAL PREDISPOSITIONS AND THE ANALYSIS OF THE IMPACT OF A COUNTY CIVIL DEFENSE EDUCATIONAL PROGRAM.
RURAL SOCIOLOGY REPORT 41S.
ED 014 659
- IOWA SCHOOL BOND ISSUES. SUMMARY REPORT.
RURAL-SOC-REPORT-NO-61
ED 014 820
- VOCATIONAL SCHOOL BOND ISSUES IN IOWA.
RURAL-SOCIOLOGY-REPORT-NO-59
ED 014 819
- BEARD, H.G.**
NATIONAL VOCATIONAL-TECHNICAL EDUCATION SEMINAR ON OCCUPATIONAL MOBILITY AND MIGRATION. CENTER SEMINAR AND CONFERENCE REPORT, NUMBER 2.
BR-5-1005-CR-2
ED 015 263
- BEARDSLEY, BARBARA**
SPEECH DEVELOPMENT AND IMPROVEMENT FOR THE MENTALLY RETARDED CHILD.
WB-19
ED 014 830
- BECK, BERTRAM M.**
REMEDIAL EDUCATION PROGRAM, A DESCRIPTION OF ITS STRUCTURE, CURRICULUM DESIGN, COURSES OF STUDY, AND A SELECTED SAMPLE OF TESTED TEACHING UNITS., THE
ED 015 256
- BECK, ISABEL H.**
TELEVISION AND COLLEGE INSTRUCTION.
ED 014 961
- BECKER, WILLIAM**
COURSE OUTLINE FOR AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS.
ED 015 232
- BELBIN, EUNICE**
NEW CAREERS IN MIDDLE AGE, SEPARATUM TO PROCEEDINGS OF THE INTERNATIONAL CONGRESS OF GERONTOLOGY (7TH, VIENNA, JUNE 26-JULY 2, 1966).
ED 014 663
- BELBIN, R.M.**
NEW CAREERS IN MIDDLE AGE, SEPARATUM TO PROCEEDINGS OF THE INTERNATIONAL CONGRESS OF GERONTOLOGY (7TH, VIENNA, JUNE 26-JULY 2, 1966).
ED 014 663
- BELDON, RENA**
RECREATIONAL AND CULTURAL OPPORTUNITIES.
ED 015 059
- BELL, PAUL W.**
BEGINNING READING PROGRAM FOR THE LINGUISTICALLY HANDICAPPED., A
ED 015 043
- BELLOMY, CLEON C.**
DEVELOPMENT OF THE TEACHING SPACE DIVIDER., THE
RR-1
ED 014 854
- SPATIAL APPROACH TO PLANNING THE PHYSICAL ENVIRONMENT.
RR-2
ED 014 855
- BERGER, STANLEY I.**
DEVELOPMENT OF APPROPRIATE EVALUATION TECHNIQUES FOR SCREENING CHILDREN IN A HEAD START PROGRAM. A PILOT PROJECT.
OEO-515
ED 015 006
- BERGQUIST, ROBERT**
SCHOOL FOR ALL SEASONS., A
SR-VOL-1-NO-24
ED 014 865
- BERGSTROM, HOWARD E.**
JOB PERFORMANCE OF YOUNG WORKERS IN RELATION TO SCHOOL BACKGROUND, A PILOT APPROACH TOWARD USING THE JOB ENVIRONMENT IN EVALUATING BOTH GENERAL AND VOCATIONAL EDUCATION.
ED 015 231
- BERLINER, DAVID C.**
MEMORY SPAN AND SELF-DIRECTION IN SERIAL LEARNING OF NAMES.
AIR-D10-12-63-TR-A
ED 014 917
- BERMAN, LOUISE M.**
HUMANITIES AND THE CURRICULUM., THE
ED 015 192
- BERMAN, MARK L.**
EXPERIMENTAL EXPLORATIONS IN PROGRAMMED INSTRUCTION AND OBJECTIVE TESTING MEASURES, REPORT OF THE "VARIABLES INFLUENCING BEHAVIOR" PROJECT, PAPER 2.
ED 014 662
- BIDWELL, CHARLES E.**
OUTLINE OF BIELORUSSIAN MORPHOLOGY.
ED 014 689
- OUTLINE OF UKRAINIAN MORPHOLOGY.
ED 014 726

BIRD, THOMAS E.

FOREIGN LANGUAGES-READING, LITERATURE, AND REQUIREMENTS. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1967.

ED 014 933

BIRKMAIER, EMMA

ACQUIRING FOREIGN LANGUAGE READING SKILLS.

ED 014 930

BISHOP, CHARLES E.

FARM LABOR IN THE UNITED STATES.

ED 015 041

BISHOP, G. REGINALD, JR.

CULTURE IN LANGUAGE LEARNING. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1960.

ED 014 938

FOREIGN LANGUAGE TEACHING-CHALLENGES TO THE PROFESSION. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1965.

ED 014 934

BISHOP, TOM

WHERE ARE MISSOURI ENGLISH PROGRAMS.

ED 015 187

BISSELL, CLAUDE

CITY COLLEGE, THE
SR-2

ED 014 962

BIVENS, LYLE W.

SELF-DIRECTION IN PROGRAMED GEOGRAPHY INSTRUCTION.
AIR-DIO-11-63-TH-A

ED 014 915

BLACK, HARVEY B.

RELEVANT AND IRRELEVANT PICTORIAL COLOR CUES IN DISCRIMINATION LEARNING-MANIPULATION OF CUE RELEVANCE, INSTRUCTIONAL STIMULI, PRACTICE PROCEDURES AND INTERVALS, SHAPE DISCRIMINABILITY, TEST PROCEDURES AND AGE OF SUBJECT.
NDEA-VIIA-1170-FR

ED 014 911

BLAKE, ROBERT W.

EFFECT OF SPECIAL INSTRUCTION ON THE ABILITY OF SEVENTH- AND EIGHTH-GRADE PUPILS TO WRITE COMPOSITION AND UNDERSTAND POETRY AND SHORT FICTION. FINAL REPORT, THE
CRP-S-312

ED 015 190

BLATT, MURIEL

HOW TO TEACH AN ESSAY.

ED 014 969

BLOOD, MILTON R.

LEADERSHIP PERFORMANCE OF NURSING SUPERVISORS AT TWO ORGANIZATIONAL LEVELS.
TR-48-67-4

ED 014 791

BOGGS, JOHN R.

ENTRANCE AND PLACEMENT TESTING.
ED 014 991

BOICE, JOHN,

SCHOOL CONSTRUCTION SYSTEMS DEVELOPMENT PROJECT.

ED 014 852

BOLMAN, WILLIAM M.

PREVENTION OF MENTAL DISORDER-AN OVERVIEW OF CURRENT PROGRAMS.

ED 014 753

SCHOOL PHOBIA--A SYSTEMS APPROACH.

ED 014 752

BONHAM, S.J., JR.

PROGRAM STANDARDS FOR SPECIAL EDUCATION AND LEGAL DISMISSAL FROM SCHOOL ATTENDANCE.

ED 014 838

BORGATTA, EDGAR F.

BEHAVIORAL AND PERSONALITY EXPECTATIONS ASSOCIATED WITH STATUS POSITIONS.
AFOSR-67-1531

ED 014 803

BORNSTEIN, HARRY

READING THE MANUAL ALPHABET-A RESEARCH PROGRAM FOR DEVELOPING A FILMED PROGRAM FOR TEACHING THE MANUAL ALPHABET.
NDEA-VIIA-985

ED 014 836

BOROW, HENRY

OCCUPATIONAL INFORMATION IN GUIDANCE PRACTICE VIEWED IN THE PERSPECTIVE OF VOCATIONAL DEVELOPMENT THEORY AND RESEARCH.

ED 014 736

BOTTIGLIA, WILLIAM F.

CURRENT ISSUES IN LANGUAGE TEACHING. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1962.

ED 014 936

LANGUAGE CLASSROOM. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1967, THE

ED 014 942

LANGUAGE LEARNING-THE INTERMEDIATE PHASE. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1963.

ED 014 935

BOWEN, J. DONALD

BEGINNING TAGALOG, A COURSE FOR SPEAKERS OF ENGLISH.
NDEA-VI-334

ED 014 696

BRAD, BERNARD

COLLEGE HEALTH CENTER, A

ED 014 846

BRANDWEIN, PAUL F.

BUILDING CURRICULAR STRUCTURES FOR SCIENCE WITH SPECIAL REFERENCE TO THE JUNIOR HIGH SCHOOL.

ED 015 134

BREATHITT, EDWARD T.

STATUS OF RURAL AMERICA, THE

ED 015 075

BREDEMEIER, HARRY C.

DIFFERENTIAL EFFECTIVENESS OF HIGH SCHOOLS WITH SELECTED CHARACTERISTICS IN PRODUCING COGNITIVE GROWTH IN DIFFERENT KINDS OF STUDENTS, THE
BR-6-8670

ED 014 771

BREE, GERMAINE

CULTURE, LITERATURE, AND ARTICULATION. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1955.

ED 014 940

BREITENFELD, FREDERICK, JR.

ANALYSIS OF THE ROLE OF PRINCIPAL PHILOSOPHIES OF ADULT EDUCATION IN EDUCATIONAL TELEVISION PROGRAMMING FOR ADULTS, AN
64-5644

ED 014 684

BRIGGS, VERNON M., JR.

NEGRO PARTICIPATION IN APPRENTICESHIP PROGRAMS.

ED 015 327

BRINNER, WILLIAM M.

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SOCIAL PSYCHOLOGICAL ANALYSIS OF THE TRANSITION FROM HOME TO SCHOOL. FINAL REPORT, A
OEO-1444 ED 015 017
- SEEFER, RICHARD G.**
UNUSED MANPOWER, THE NATION'S LOSS.
MANPOWER RESEARCH BULL-10
ED 015 331
- SEIBERT, WARREN F.**
PREDICTION OF EFFECTS WITH SELECTED CHARACTERISTICS OF LINEAR PROGRAMMED INSTRUCTION. FINAL REPORT.
BR-5-0954 ED 014 912
- SEIDEL, ROBERT J.**
COMPUTER ADMINISTERED INSTRUCTION VERSUS TRADITIONALLY ADMINISTERED INSTRUCTION, ECONOMICS.
RPP-31-67 ED 014 644
- SENSOR, PHYLLIS**
FOLLOW-UP OF 1965 FRESHMEN WHO DID NOT RETURN FOR FALL SEMESTER, 1966.
ED 014 987
- SEVERINSEN, K. NORMAN**
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- SEYFERT, WARREN C.**
ENGLISH CURRICULUM IN THE SECONDARY SCHOOL, THE
ED 015 200
- SHANKS, PATRICIA F.**
CHILDREN'S ATTITUDES TOWARD SCHOOL AND THEIR RELATIONSHIPS
- WITH SCHOOL ANXIETY, STUDY I. SCHOOL ANXIETY AND COGNITIVE FUNCTIONING-EXPLORATORY STUDIES.
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- SHAPIRO, NETTIE S.**
ESTIMATES OF SCHOOL STATISTICS, 1966-67.
RR-1966-R20 ED 014 784
- SHARMA, R. C.**
WASTAGE AND STAGNATION IN PRIMARY AND MIDDLE SCHOOLS IN INDIA. PROJECT REPORT.
ED 014 768
- SHAUKLAS, VICTOR F.**
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ED 015 003
- SHIELDS, MILDRED B.**
GRASS ROOTS CURRICULUM IMPROVEMENT.
ED 015 188
- SHIMABUKURO, SHINKICHI**
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CRP-3129 ED 014 908
- SHINN, BYRON M., JR.**
BIBLIOGRAPHY (WITH SELECTED ANNOTATIONS) ON NONGRADED ELEMENTARY SCHOOLS, A
ED 015 024
- SHONTZ, DAVID F.**
ABSTRACTS OF RESEARCH STUDIES IN AGRICULTURAL EDUCATION COMPLETED IN 1966-67 IN THE NORTH ATLANTIC REGION.
ED 015 344
- SHUFELT, LYNN, F.**
ATLANTA AREA WORKSHOP ON PREPARING TEACHERS TO WORK WITH DISADVANTAGED YOUTH (PINE MOUNTAIN, GEORGIA, MARCH 5-8, 1967), THE
ED 015 151
- SHUGRUE, MICHAEL F.**
CONCLUSION OF THE INITIAL PHASE, THE ENGLISH PROGRAM OF THE USOE, THE
ED 015 206
- NEW MATERIALS FOR THE TEACHING OF ENGLISH, THE ENGLISH PROGRAM OF THE USOE.
ED 015 205
- SILVERMAN, LESLIE J.**
FOLLOW-UP STUDY OF PROJECT UPLIFT, THE MDTA E AND D PROJECT CONDUCTED BY FLORIDA A AND M UNIVERSITY.
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DETERMINE THE FEASIBILITY OF DEVELOPING A MODEL DESCRIBING THE FLOW OF OCCUPATIONAL AND ECONOMIC INFORMATION INTO THE SECONDARY VOCATIONAL-TECHNICAL SCHOOL. FINAL REPORT.
BR-6-1544 ED 015 273
- SIMMONS, PARIS B.**
CHILDREN CAN BE TAUGHT TO SPELL.
ED 015 194
- SIMPSON, GEORGE C.**
MIDDLE SCHOOL SURVEY OF NEW YORK STATE.
ED 015 162
- SKILLICORN, STANLEY A.**
SOUTH SANTA CLARA COUNTY MIGRANT TREATMENT CLINIC.
ED 015 047
- SMALL, GEORGE D.**
WHAT WE HAVE LEARNED FROM CURRENT PROGRAMS AND RESEARCH ABOUT DISADVANTAGED PRE-SCHOOL AND ELEMENTARY SCHOOL CHILDREN.
ED 014 744
- SMITH, B. OTHANEL**
STUDY OF THE LOGIC OF TEACHING. A REPORT ON THE FIRST PHASE OF A FIVE-YEAR RESEARCH PROJECT-THE LOGICAL STRUCTURE OF TEACHING AND THE DEVELOPMENT OF CRITICAL THINKING. A
CRP-258-7257 ED 015 164
- SMITH, D.B.**
FINAL REPORT ON THE CORPSMEN ADJUSTMENT STUDY.
ED 015 317
REPORT ON DIFFERENCES IN ETHNIC LEARNING STYLES.
ED 015 253
- SMITH, DONALD E.P.**
MAINTAINING TASK BEHAVIOR IN A LITERACY PROGRAM UNDER VARIOUS CONDITIONS OF REINFORCEMENT.
BR-6-1784-2 ED 015 113
- SMITH, FREDERICK R.**
CURRENT RESEARCH IN SOCIAL STUDIES. BULLETIN OF THE SCHOOL OF EDUCATION, INDIANA UNIVERSITY.
ED 015 141
- SMITH, GEORGE J.**
MIDDLE SCHOOL SURVEY OF NEW YORK STATE.
ED 015 162
- SMITH, MARTIN E.**
PREDICTION OF EFFECTS WITH SELECTED CHARACTERISTICS OF LINEAR PROGRAMMED INSTRUCTION. FINAL REPORT.
BR-5-0954 ED 014 912
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HIGH SCHOOL COMPLETION PROGRAM FOR ADULTS AND OUT-OF-SCHOOL YOUTH. THE
MSDPI-BULL-370 ED 014 687
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DETERMINATION OF LEGAL FACTS AND ECONOMIC GUIDEPOSTS WITH RESPECT TO THE DISSEMINATION OF SCIENTIFIC AND EDUCATIONAL INFORMATION AS IT IS AFFECTED BY COPYRIGHT-A STATUS REPORT. FINAL REPORT. THE
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CONTINUING EDUCATION FOR WOMEN, A SELECTED ANNOTATED BIBLIOGRAPHY.
ED 014 635
- SQUIRE, JAMES R.**
EIGHT YEAR REPORT OF THE EXECUTIVE SECRETARY. THE
ED 015 183
ENGLISH LANGUAGE ARTS EDUCATION.
ED 015 207
- STAATS, ARTHUR W.**
MANUAL OF ADMINISTRATION AND RECORDING METHODS FOR THE STAATS "MOTIVATED LEARNING" READING PROCEDURE.
WP-6 ED 015 107
MOTIVATED LEARNING" READING TREATMENT WITH ADDITIONAL SUBJECTS AND INSTRUCTIONAL-TECHNICIANS."
TR-22 ED 015 110
- STAMM, ELEANOR**
PASS-FAIL SYSTEM AND THE CHANGE IN THE ACCOUNTING OF GRADES ON COMPREHENSIVE EXAMINATIONS AT KNOX COLLEGE. THE
ED 014 788
READING INSTRUCTION AND COGNITIVE PROCESSES.
ED 015 095
READING-A THINKING PROCESS.
ED 015 096
- STAURT, HELEN**
INDOOR PLAY ACTIVITIES.
NCSBE-PUB-309 ED 015 039
- STEIN, ANNIE**
FACTORS INFLUENCING THE RECRUITMENT OF CHILDREN INTO THE HEAD START PROGRAM, SUMMER 1965-A CASE STUDY OF SIX CENTERS IN NEW YORK CITY. STUDY II.
OEO-141-61-STUD-2 ED 015 026
- LONG-RANGE EFFECT OF PRE-SCHOOLING ON READING ACHIEVEMENT. STUDY III.**
OEO-141-61-STUD-3 ED 015 027
- SIX MONTHS LATER-A COMPARISON OF CHILDREN WHO HAD HEAD START, SUMMER, 1965, WITH THEIR CLASSMATES IN KINDERGARTEN, A CASE STUDY OF THE KINDERGARTENS IN FOUR PUBLIC ELEMENTARY SCHOOLS, NEW YORK CITY. STUDY I.**
OEO-141-61-STUD-1 ED 015 025
- STEIN, BRUNO**
LOCAL MANPOWER DATA PROGRAMS, AN ANALYSIS.
ED 015 334
- STERN, CAROLYN**
PRESCHOOL LANGUAGE PROJECT.
ED 015 055
- STEWART, ANDREW**
SPECIAL STUDY ON JUNIOR COLLEGES.
ED 014 963
- STICKLER, W. HUGH**
EXPERIMENTAL JUNIOR COLLEGE. (TITLE SUPPLIED). THE
ED 014 962
- STREUFERT, SIEGFRIED**
LEADERSHIP IN NEGOTIATIONS AND THE COMPLEXITY OF CONCEPTUAL STRUCTURE.
TR-3 ED 014 802
- STRYKER, DAVID**
METHOD IN THE TEACHING OF ENGLISH.
ED 015 195
- STUART, RICHARD B.**
APPLICATIONS OF BEHAVIOR THEORY TO SOCIAL CASEWORK.
ED 014 728
- STYLER, W.E.**
ADULT EDUCATION IN INDIA.
ED 014 634
- SULLIVAN, JOHN J.**
LEARNING AND CREATIVITY WITH SPECIAL EMPHASIS ON SCIENCE.
ED 015 133
- SULLIVAN, WILLIAM**
ROLE OF TECHNICAL SCHOOLS IN IMPROVING THE SKILLS AND EARNING CAPACITY OF RURAL MANPOWER, A CASE STUDY. FINAL REPORT. THE
ED 015 329
- SWEET, ROGER C.**
EDUCATIONAL ATTAINMENT AND ATTITUDES TOWARD SCHOOL AS A FUNCTION OF

- TION OF FEEDBACK IN THE FORM OF
TEACHERS' WRITTEN COMMENTS.
TECHNICAL-REPORT-NO-15 ED 015 163
- SYLVESTER, ROBERT W.**
JOB CORPS TRAINEES AS A SAMPLE OF
THE POPULATION. ED 015 309
- TATE, VERNON D.**
SURVEY OF MICROFICHE READERS
AND READER-PRINTERS CURRENTLY
MANUFACTURED IN THE UNITED STAT-
ES. A ED 014 992
- TAYLOR, CALVIN W.**
LEARNING AND CREATIVITY WITH SPE-
CIAL EMPHASIS ON SCIENCE. ED 015 133
UNIVERSITY OF UTAH RESEARCH CON-
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CREATIVE SCIENTIFIC TALENT (1ST,
BRIGHTON, AUGUST 27-30, 1955.), THE 1955
ED 015 123
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ED 014 729
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MEDIA AND THE CULTURALLY DISADV-
ANTAGED.
BR-5-0080-PT-APPEND-E ED 015 221
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USTRY., THE
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NEW AREAS OF SOCIAL WORK FOR THE
SUB-PROFESSIONAL.
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A COMMUNITY PROGRAM FOR SEVER-
ELY RETARDED ADULTS. A THREE
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THOUGHTFUL CITIZEN., THE 1965
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PROACH TO TEACHING WRITTEN CO-
MPOSITION TO 9TH GRADE STUDENTS.
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PROCESS OF INTEGRATION., THE
ED 014 813
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ESTIMATING READING ABILITY LEVEL
FROM THE AQE GENERAL APTITUDE
INDEX.
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SCHOOLS.
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DISADVANTAGED ADOLESCENT.
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ENCE. LOUISVILLE TWIN STUDY, RE-
SEARCH REPORT NUMBER 20., THE
ED 014 731
- VASEK, RICHARD J.**
COMPARATIVE ANALYSIS OF ELECTRO-
NIC CONTENT IN PUBLIC POST-HIGH
SCHOOL TECHNICAL INSTITUTES AND
ELECTRONICS TECHNOLOGY REQUIRE-
MENTS OF INDUSTRY., A
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EDUCATION OF DEAF AND HARD OF
HEARING ADULTS IN ESTABLISHED FA-
CILITIES FOR THE NORMALLY HEARI-
NG. FINAL REPORT.
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YOUTH.
ED 015 064
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INTERNATIONAL WALDORF SCHOOL
MOVEMENT., THE
ED 015 019
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ALTAIC SERIES, VOLUME 39., THE
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THEY DOING THE JOB.
ED 015 054
- WALBERG, HERBERT J.**
CLASSROOM CLIMATE AND INDIVIDUAL
LEARNING.
ED 015 153
CLASSROOM CLIMATE AND GROUP
LEARNING.
ED 015 156
EFFECTS OF TUTORING AND PRACTICE
TEACHING ON SELF-CONCEPT AND AT-
TITUDES IN EDUCATION STUDENTS.
ED 015 155
STRUCTURAL AND AFFECTIVE AS-
PECTS OF CLASSROOM CLIMATE.
ED 015 154
- WALDMAN, ELIZABETH**
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TICS OF WORKERS, MARCH 1966. SPECIAL
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LATER. SPECIAL LABOR FORCE REPORT
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- WALSH, DONALD D.**
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TERMS FOR THE TEACHER OF MODERN
LANGUAGES. THIRD EDITION, REVISED.
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12., THE
ED 015 172
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- WARNER, AARON W.**
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ED 015 324
- WATTS, GEORGE B.**
TEACHING OF FRENCH IN THE UNITED STATES--A HISTORY.,THE
ED 014 918
- WAY, WILLIAM**
SUBJECT HEADING AUTHORITY LIST, COMPUTER PREPARED--THE SHAL PROGRAM.,A
P-3485
ED 015 000
- WEINER, BERNARD**
EFFECTS OF SUCCESS AND FAILURE AND PERSISTING MOTIVATION.,THE
ED 014 778
- WEINGARTNER, CHARLES**
LINGUISTICS, A REVOLUTION IN TEACHING.
ED 014 722
- WEINSTOCK, RUTH**
SPACE AND DOLLARS--AN URBAN UNIVERSITY EXPANDS. CASE STUDIES OF EDUCATIONAL FACILITIES, NUMBER 2.
ED 014 868
- WEISL, REYNA**
WASHINGTON OPPORTUNITIES FOR WOMEN, A GUIDE TO PART-TIME WORK AND STUDY FOR THE EDUCATED WOMAN.
ED 014 675
- WEISS, RICHARD M.**
IMPACT OF NEW IDEAS IN EDUCATION, VOLUME II.,THE
ED 015 038
- WEISSGLASS, ROBERTA**
EFFECT OF MEMORY SPAN ON CUE PATTERNS IN WORD RECOGNITION.,THE
TR-16
ED 015 111
- WELCH, JOHN L.**
CAREER GUIDE FOR DEMAND OCCUPATIONS.
ED 015 252
- WELLS, JEAN A.**
COLLEGE WOMEN SEVEN YEARS AFTER GRADUATION, RESURVEY OF WOMEN GRADUATES, CLASS OF 1967.
BULL-292
ED 015 277
- WERTS, CHARLES E.**
PATERNAL INFLUENCE ON CAREER CHOICE.
NMSC-RR-VOL-3-NO-2
ED 014 746
- WESTBY-GIBSON, DOROTHY**
INSERVICE EDUCATION--PERSPECTIVES FOR EDUCATORS.
ED 015 161
- WESTMAN, JACK C.**
NURSERY SCHOOL BEHAVIOR AND LATER SCHOOL ADJUSTMENT.
ED 014 757
- PREVENTION OF MENTAL DISORDER--AN OVERVIEW OF CURRENT PROGRAMS.
ED 014 753
- WETZEL, JAMES R.**
OVERTIME HOURS AND PREMIUM PAY, MAY 1965. SPECIAL LABOR FORCE REPORT NUMBER 72.
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ED 015 292
- WHITE, THURMAN J.**
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- WHITLOCK, GERALD H.**
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- WIENER, GERALD**
INTELLECTUAL AND EDUCATIONAL CORRELATES OF LOW BIRTH WEIGHT.
ED 014 779
- WILDER, DAVID E.**
SOME COMPARISONS BETWEEN NCRE MEMBERS AND OTHER READING RESEARCHERS.
ED 015 104
- WILKINSON, JEAN**
HOW TO TEACH AN ESSAY.
ED 014 969
- WILLEY, DARRELL S.**
INTERDISCIPLINARY INSTITUTE FOR THE IN-SERVICE TRAINING OF TEACHERS AND OTHER SCHOOL PERSONNEL TO ACCELERATE THE SCHOOL ACCEPTANCE OF INDIAN, NEGRO, AND SPANISH-SPEAKING PUPILS OF THE SOUTHWEST. INTERIM REPORT NO. 2.,AN
NMSU-IR-2
ED 015 033
- WILLIAMS, GILBERT**
USE OF THE COMPUTER FOR TESTING, PROGRAMMING AND INSTRUCTION.,THE
ED 015 098
- WILLIAMS, PHILIP C.**
COMMUNICATIONS IN CAMPUS PLANNING.
ED 014 861
- WILLIAMSON, WILLIAM L.**
IMPACT OF THE PUBLIC LAW 480 PROGRAM ON OVERSEAS ACQUISITIONS BY AMERICAN LIBRARIES. PROCEEDINGS OF A CONFERENCE HELD AT THE WISCONSIN CENTER (MADISON, MAY 12, 1967),THE
ED 014 993
- WILSON, F.R.**
HUE LABELING AND DISCRIMINATION IN CHILDREN WITH PRIMARY READING RETARDATION.
BR-6-1784-1
ED 015 112
- WINN, MITCHELL**
DRUG ABUSE--ESCAPE TO NOWHERE.
244-07816
ED 015 124
- WINN, N. FIELD**
ENGLISH COMPOSITION--A COLLEGE PROBLEM, A STUDY OF THE COLLEGE PREPARATION OF PROSPECTIVE TEACHERS OF SECONDARY SCHOOL ENGLISH.
ED 015 196
- WITTERS, LEE A.**
BREAKTHROUGH," IN-SERVICE EDUCATION FOR ALL SCHOOLS.,"
BREAKTHROUGH-NO-2
ED 015 147
- WOLF, DAVID R.**
SURVEY OF MICROFICHE READERS AND READER-PRINTERS CURRENTLY MANUFACTURED IN THE UNITED STATES.,A
ED 014 992
- WOLFF, JOSEPH**
VALUE OF THE CLASSICS AS AN ELECTIVE IN COLLEGE COURSES FOR THE ENGLISH MAJOR WHO INTENDS TO TEACH IN HIGH SCHOOL. INTERIM REPORT.,THE
CRP-HE-145
ED 015 201
- WOLFF, MAX**
APPENDIX, STUDIES I, II AND III. ORIGINAL INSTRUMENTS USED AND BIBLIOGRAPHY.
OEO-141-61-1A
ED 015 028
- FACTORS INFLUENCING THE RECRUITMENT OF CHILDREN INTO THE HEAD START PROGRAM, SUMMER 1965--A CASE STUDY OF SIX CENTERS IN NEW YORK CITY. STUDY II.
OEO-141-61-STUD-2
ED 015 026
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OEO-141-61-STUD-3
ED 015 027
- SIX MONTHS LATER--A COMPARISON OF CHILDREN WHO HAD HEAD START, SUMMER, 1965, WITH THEIR CLASSMATES IN KINDERGARTEN, A CASE STUDY OF THE KINDERGARTENS IN FOUR PUBLIC ELEMENTARY SCHOOLS, NEW YORK CITY. STUDY I.
OEO-141-61-STUD-1
ED 015 025

WOOD, FREDERIC D.

EFFICIENT OPERATION AND ECONOMIC EXPANSION OF UNDERGRADUATE TEACHING FACILITIES OF URBAN UNIVERSITIES. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS BASED ON A CASE STUDY OF DREXEL INSTITUTE OF TECHNOLOGY, PHILADELPHIA, PENNSYLVANIA.

ED 014 844

WOODRUFF, ARNOLD BOND

STUDIES ON INDIVIDUAL DIFFERENCES RELATED TO PERFORMANCE ON PROGRAMED INSTRUCTION.

CRP-3129

ED 014 908

WOOL, MURIEL B.

COLLEGE WOMEN SEVEN YEARS AFTER GRADUATION, RESURVEY OF WOMEN GRADUATES, CLASS OF 1957.

BULL-292

ED 015 277

YAHRAES, HERBERT

NARCOTIC DRUG ADDICTION.
NIMH-MONOGR-2

ED 015 125

YONAS, ALBERT

DEVELOPMENTAL STUDY OF FEATURE-PROCESSING STRATEGIES IN LETTER DISCRIMINATION..A

ED 015 082

YOUNGS, JOSEPH P.

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ED 014 843

ZEIGLER, HARMON

POLITICAL WORLD OF THE HIGH SCHOOL TEACHER..THE

BR-5-0217-21

ED 014 789

ZEX, MELVIN

EARLY DETECTION AND PREVENTION OF EMOTIONAL DISORDER--CONCEPTUALIZATIONS AND PROGRAMMING.

ED 014 774

ZIVAN, MORTON

YOUTH IN TROUBLE, A VOCATIONAL APPROACH. A VOCATIONAL REHABILITATION DEMONSTRATION IN A RESIDENTIAL TREATMENT CENTER TO MEET THE VOCATIONAL AND COMMUNITY ADJUSTMENT NEEDS OF EMOTIONALLY DISTURBED YOUTH ADJUDGED TO BE JUVENILE DELINQUENT. FINAL REPORT.

ED 015 307

ZOBER, EDITH

DIVISION OF CASEWORK RESPONSIBILITY AS A METHOD OF WORKING WITH EMOTIONALLY DISTURBED CHILDREN IN FOSTER CARE. FINAL REPORT..THE

ED 015 322

institution index

X65001 000000000

This index lists the titles of documents under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

PENNSYLVANIA STATE UNIV.

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PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
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ED 015 293

ADULT EDUCATION ASSN. OF EAST AND CENTRAL AFRICA

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ED 014 633

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INVESTIGATION OF MATERIALS AND METHODS FOR THE INTRODUCTORY STAGE OF ADULT LITERACY EDUCATION.,AN

ED 014 629

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REPORT OF THE CONFERENCE ON INTERDISCIPLINARY ACTIVITIES (SEATTLE, JUNE 28 - JULY 2, 1965).

ED 015 127

AEROSPACE MEDICAL RESEARCH LABS.

WRIGHT-PATTERSON AFB, OHIO
STUDY OF SIMULATOR CAPABILITIES IN AN OPERATIONAL TRAINING PROGRAM.,A
R-AMRL-TR-67-14

ED 014 647

AIR FORCE CAMBRIDGE RESEARCH LABS, BEDFORD, MASS.

SPECIFICATION AND UTILIZATION OF A TRANSFORMATIONAL GRAMMAR.

ED 014 688

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WASHINGTON, D.C.
TEACHING READING TO DEAF CHILDREN. THE LEXINGTON SCHOOL FOR THE DEAF EDUCATION SERIES, BOOK IV.

ED 014 828

AMERICAN ACADEMY OF PEDIATRICS, EVANSVILLE, ILL.

REPORT OF THE COMMITTEE ON SCHOOL HEALTH OF THE AMERICAN ACADEMY OF PEDIATRICS.

ED 014 743

AMERICAN ASSN. FOR HEALTH, P. E. AND RECREATION

WASHINGTON, D.C.
DRUG ABUSE--ESCAPE TO NOWHERE.

ED 015 124

PLANNING AREAS AND FACILITIES FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION BY PARTICIPANTS IN NA-

TIONAL FACILITIES CONFERENCE. REVISED 1965.

ED 014 848

AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.

EQUATING FACULTY LOADS.

ED 014 954

FOUNDATION AND THE JUNIOR COLLEGE, REPORT OF A WORKSHOP FOR JUNIOR COLLEGE INSTITUTIONAL TEAMS (NEW YORK CITY, MAY 9-11, 1965),THE

ED 014 976

INTRODUCTION TO AMERICAN JUNIOR COLLEGES.,AN

ED 014 988

SERVICE THROUGH PLACEMENT IN THE JUNIOR COLLEGE--THE ORGANIZATION AND OPERATION OF A JUNIOR COLLEGE PLACEMENT BUREAU.

ED 014 968

AMERICAN ASSN. OF TEACHERS OF FRENCH

TEACHING OF FRENCH IN THE UNITED STATES--A HISTORY.,THE

ED 014 918

AMERICAN ASSN. OF TEACHERS OF GERMAN

CLASSROOM TRANSLATION--A LESSER BUGBEAR.

ED 014 923

AMERICAN COLLEGE TESTING PROGRAM, IOWA CITY, IOWA

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TRUSTEES, AN ANNOTATED BIBLIOG-
RAPHY, OCCASIONAL PAPERS.

ED 014 974

**WAYNE STATE UNIV., DETROIT,
MICH.**

ADMINISTRATION OF LIBRARY INS-
TRUCTIONAL SERVICES IN THE COM-
MUNITY COLLEGE, HIGHLIGHTS OF A
CONFERENCE (WAYNE STATE UNIV-

ERSITY, NOVEMBER 19-20, 1965). NOVEM-
BER 19-20, 1965).THE

ED 014 946

SPEECH FRIGHT PROBLEMS OF GRADE
SCHOOL STUDENTS.

ED 015 198

**WEBSTER COUNTY SUPT. OF
SCHOOLS OFFICE, IOWA**

CURRICULUM GUIDE FOR TRAINABLE
RETARDED CHILDREN.

ED 014 825

**WESTERN COLL. ASSN., OAK-
LAND, CALIF.**

(LOCATED AT MILLS COLL.)
ENGLISH COMPOSITION-A COLLEGE
PROBLEM, A STUDY OF THE COLLEGE
PREPARATION OF PROSPECTIVE
TEACHERS OF SECONDARY SCHOOL
ENGLISH.

ED 015 196

**WESTERN ILLINOIS UNIV., MA-
COMB**

VOCATIONAL-EDUCATIONAL INFORMA-
TION WORKSHOP FOR RURAL GUI-
DANCE WORKERS (WESTERN ILLINOIS
UNIVERSITY, AUGUST 15-26, 1966).

BR-6-2208

ED 015 042

**WESTERN RESERVE UNIV.,
CLEVELAND, OHIO**

CLEVELAND COLL.
AIDES FOR ADULT EDUCATION, A
TRAINING PROGRAM FUNDED BY THE
OHIO BOARD OF REGENTS UNDER
TITLE 1 OF THE HIGHER EDUCATION
ACT. FINAL REPORT.

ED 014 664

**WISCONSIN COUNCIL OF TEACH-
ERS OF ENGLISH**

LAY READER PROGRAM IN ACTION, THE

ED 015 178

**WISCONSIN SCHOOL FOR THE VI-
SUALLY HANDICAPPED**

JANESVILLE
STUDY OF PROGRAMMED INSTRUCTION
IN BRAILLE..A

ED 015 303

**WISCONSIN STATE DEPT. OF
PUB. INSTR., MADISON**

SPEECH DEVELOPMENT AND IMPROVE-
MENT FOR THE MENTALLY RETARDED
CHILD.

WB-19

ED 014 830

WISCONSIN UNIV., MADISON

LONG-TERM STUDY OF EDUCATIONAL
EFFECTIVENESS OF NEWLY FORMED
CENTRALIZED SCHOOL DISTRICTS IN
RURAL AREAS, PART TWO.

PROJ-1318

ED 015 044

STUDY OF PROGRAMMED INSTRUCTION
IN BRAILLE..A

ED 015 303

WISCONSIN UNIV., MADISON

LIBRARY SCHOOL
IMPACT OF THE PUBLIC LAW 480 PRO-
GRAM ON OVERSEAS ACQUISITIONS BY
AMERICAN LIBRARIES, PROCEEDINGS
OF A CONFERENCE HELD AT THE WIS-
CONSIN CENTER (MADISON, MAY 12,
1967).THE

ED 014 993

WISCONSIN UNIV., MADISON

RES. AND DEV. CTR. FOR COGNITIVE
LEARNING
MANUAL OF ADMINISTRATION AND RE-
CORDING METHODS FOR THE STAATS
"MOTIVATED LEARNING" READING
PROCEDURE.

ED 015 107

MOTIVATED LEARNING" READING
TREATMENT WITH ADDITIONAL
SUBJECTS AND INSTRUCTIONAL-
TECHNICIANS."

TR-22

ED 015 110

WISCONSIN UNIV., MADISON

RES. AND DEV. CTR. FOR LEARNING
AND RE-EDUCATION
EDUCATIONAL ATTAINMENT AND ATTITU-
DES TOWARD SCHOOL AS A FUNC-
TION OF FEEDBACK IN THE FORM OF
TEACHERS' WRITTEN COMMENTS.

TECHNICAL-REPORT-NO-15 ED 015 163

**WOMENS BUREAU (DEPT. OF LA-
BOR), WASHINGTON, D.C.**

CHILD CARE ARRANGEMENTS OF THE
NATION'S WORKING MOTHERS, 1965, A
PRELIMINARY REPORT.

ED 015 272

COLLEGE WOMEN SEVEN YEARS AFTER
GRADUATION, RESURVEY OF WOMEN
GRADUATES, CLASS OF 1967.

BULL-292

ED 015 277

FACT SHEET ON NONWHITE WOMEN
WORKERS.

WB-67-107

ED 015 280

**WOODWARD AND FONDILLER
INC., NEW YORK, N.Y.**

STUDIES IN WORKMEN'S COMPENSA-
TION AND RADIATION INJURY. VOLUME
III, A REPORT ON IONIZING RADIATION
RECORD KEEPING.

ED 015 276

**YALE UNIV., NEW HAVEN, CONN.
BEGINNING CHINESE READER, PART I.
YALE LINGUISTIC SERIES.**

ED 014 700

CHARACTER TEXT FOR ADVANCED
CHINESE. YALE LINGUISTIC SERIES.

ED 014 703

DICTIONARY OF SPOKEN CHINESE.
YALE LINGUISTIC SERIES, 8.

BR-5-1225

ED 014 699

INTERMEDIATE CHINESE. YALE LINGUISTIC SERIES, 7.

ED 014 701

**YESHIVA UNIV., NEW YORK, N.Y.,
FERKAUF GRAD. SCH.**

(FULL NAME - FERKAUF GRAD. SCHOOL
OF HUMANITIES AND SOCIAL SCIENCES.)

SIX MONTHS LATER-A COMPARISON OF
CHILDREN WHO HAD HEAD START, SUMMER, 1965, WITH THEIR CLASSMATES IN

KINDERGARTEN, A CASE STUDY OF THE
KINDERGARTENS IN FOUR PUBLIC
ELEMENTARY SCHOOLS, NEW YORK
CITY. STUDY I.
OEO-141-61-STUD-1

ED 015 025

**YESHIVA UNIV., NEW YORK, N.Y.,
GRAD. SCH. OF EDUC.**

FACTORS INFLUENCING THE RECRUITMENT OF CHILDREN INTO THE HEAD
START PROGRAM, SUMMER 1965--A CASE

STUDY OF SIX CENTERS IN NEW YORK
CITY. STUDY II.

OEO-141-61-STUD-2

ED 015 026

HUMAN RELATIONS TRAINING AND ITS
EFFECT ON THE TEACHER-LEARNING
PROCESS IN THE SOCIAL STUDIES.

ED 015 145

LONG-RANGE EFFECT OF PRE-SCHOOLING ON READING ACHIEVEMENT.
STUDY III.

OEO-141-61-STUD-3

ED 015 027

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Proposal Date—the date the proposal was submitted to the Bureau of Research.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Abstractor's initials.

EP 010 979

48

SURVEY OF MATERIALS IN THE NEGLECTED LANGUAGES.

INVESTIGATOR, NEMSER, WILLIAM J.

CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

BUREAU NUMBER BR-7-0929

PROPOSAL DATE 17 MAR 67

CONTRACT OEC-1-7-070929-4276

DESCRIPTORS *LANGUAGE GUIDES, *LANGUAGE INSTRUCTION, *LINGUISTICS, *MODERN LANGUAGES, *TEXTBOOK EVALUATION, CONFERENCE ON NEGLECTED LANGUAGES, LANGUAGE AIDS, LANGUAGE PATTERNS, LANGUAGE TYPOLOGY, TEXTBOOK CONTENT,

START DATE 06-01-67 END DATE 09-30-69

A TWO-PHASE STUDY OF THE PRINCIPLE MATERIALS AVAILABLE FOR THE STUDY OF NEGLECTED LANGUAGES WILL (1) PREPARE AN ANNOTATED INVENTORY OF THESE MATERIALS AND (2) ASSESS THE NEEDS AND PRIORITIES FOR MATERIALS IN THESE LANGUAGES AND FOR ACTIVITIES THAT WILL FURTHER THE PRODUCTION OF SUCH MATERIALS. APPROXIMATELY 2 YEARS WILL BE REQUIRED FOR THE SURVEY. PRIMARY FOCUS WILL BE ON COURSES, READERS, REFERENCE GRAMMARS, AND STUDENT DICTIONARIES FOR THOSE LANGUAGES LISTED IN THE REPORT OF THE CONFERENCE ON NEGLECTED LANGUAGES, HELD IN WASHINGTON, D.C., MARCH 1961. IN ADDITION, THE INVENTORY WILL BE EXTENDED TO OTHER MATERIALS RELEVANT FOR STUDENTS OR TEACHERS AND TO OTHER UNCOMMONLY TAUGHT LANGUAGES FOR WHICH SIGNIFICANT MATERIALS EXIST. A TENTATIVE LIST OF APPROXIMATELY 1,000 BIBLIOGRAPHIC ENTRIES WILL BE PREPARED WITH DESCRIPTIVE ANNOTATIONS FOR THE BASIC COURSES AND DESCRIPTIVE COMMENTS ON EACH ITEM, INCLUDING REFERENCE TO AUDIENCE, LEVEL, CONTENT, AND SPECIAL FEATURES. CONSULTANTS WILL BE ASKED TO REVIEW THE SECTIONS RELATED TO THEIR AREAS OF SPECIALIZATION TO MAKE ADDITIONS, DELETIONS, AND CHANGES IN BIBLIOGRAPHIC ENTRIES BEFORE A FINAL LIST IS PREPARED. THE NEEDS FOR MATERIALS AND THE PRIORITIES FOR THEIR PREPARATION WILL BE ESTABLISHED FROM INFORMATION GATHERED FROM LANGUAGE AREA SPECIALISTS BY MEANS OF A STRUCTURED INTERVIEW. INTERVIEW REPORTS WILL BE INCORPORATED IN THE FINAL REPORT OF NEEDS AND PRIORITIES. (AL)

Descriptors—the subject terms assigned which characterize the substantive content of a project. Only the major terms, preceded by an asterisk, are printed in the subject index.

Start Date and End Date—the starting date and the anticipated ending date for the research project.

Informative Abstract—a synopsis of the project in about 200 words. When applicable, it includes the purpose and procedure of the research activity.

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EP 011 020 48
APPLICATION OF MATHEMATICAL LEARNING THEORY TO SECOND-LANGUAGE ACQUISITION WITH PARTICULAR REFERENCE TO RUSSIAN.

INVESTIGATOR, VAN CAMPEN, J.A.

SUPPES, PATRICK

STANFORD UNIV., CALIF.

BUREAU NUMBER BR-7-1209

INSTRUCTIONAL MATERIALS AND PRACTICES BRANCH, DHER

BUREAU NUMBER CALIFORNIA CONG.

DIST. NO. 10 CIQ09225

PROPOSAL DATE 16 AUG 67

CONTRACT OEG-0-8-001209-1806-014

DESCRIPTORS *COMPUTER ASSISTED INSTRUCTION, *LANGUAGE INSTRUCTION, *MATHEMATICAL APPLICATIONS, *RUSSIAN, *SECOND LANGUAGE LEARNING, INDIVIDUAL INSTRUCTION, INSTRUCTIONAL INNOVATION, LEARNING THEORIES, MATERIAL DEVELOPMENT, MATHEMATICAL LINGUISTICS, MATHEMATICAL MODELS,

START DATE 09-01-67 END DATE 08-31-68

MATERIALS FOR A COMPUTER-BASED, 1ST-YEAR COURSE IN RUSSIAN, PREPARED UNDER CONTRACT OEG-6-14-009, WILL BE REVISED AND SUPPLEMENTED IN THE CURRENT PROJECT. SPECIAL ATTENTION WILL BE GIVEN TO THE DEVELOPMENT OF TECHNIQUES FOR THE INDIVIDUALIZATION OF INSTRUCTION BY (1) RESPONSE-DEPENDENT CORRECTION ROUTINES AND (2) TEST-SCORE-DEPENDENT RECYCLING ROUTINES. SUCH SKILLS AS PRONUNCIATION AND HANDWRITING WHICH CANNOT BE TESTED CONVENIENTLY ONLINE WILL BE HANDLED BY SUPPLEMENTARY LANGUAGE-LABORATORY WORK, THE OUTPUT OF WHICH (WRITTEN SENTENCES AND PRONUNCIATION TAPES) WILL BE ANALYZED BY ORDINARY NON-COMPUTER METHODS. MUCH OF THE NEW RESEARCH WILL BE BASED ON THE PERFORMANCE OF AS MANY AS 36 COLLEGE STUDENTS WHO WILL USE THE COMPUTER-BASED MATERIALS AND ACCOMPANYING LABORATORY DRILLS IN THEIR STUDY OF 1ST-YEAR RUSSIAN. THE INVESTIGATORS EXPECT THAT THE EXPERIMENTAL MATERIALS WILL BE SUITABLY REVISED FOR INCLUSION IN REGULAR, COLLEGE-LEVEL, INTRODUCTORY COURSE OFFERINGS IN THE RUSSIAN LANGUAGE. (JH)

EP 011 021 08
COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF SAN MATEO, CALIFORNIA.

INVESTIGATOR, MINK, CHARLES W.

SAN MATEO UNION HIGH SCHOOL DIST., CALIF.

BUREAU NUMBER BR-8-0155

INSTRUCTIONAL MATERIALS AND PRACTICES BRANCH, DCVR

BUREAU NUMBER CALIFORNIA CONG.

DIST. NO. 11 CIQ09300

PROPOSAL DATE 08 SEP 67

GRANT OEG-0-8-080155-2666-085

DESCRIPTORS *CHANGE AGENTS, *CORE CURRICULUM, *CURRICULUM DEVELOPMENT, *EDUCATIONAL CHANGE, *SECONDARY EDUCATION, EDUCATIONAL INNOVATION, EDUCATIONAL SYSTEMS FOR THE SEVENTIES, ES 70, INDIVIDUALIZED CURRICULUM, INSTRUCTIONAL TECHNOLOGY, INTEGRATED CURRICULUM, PROGRAM COORDINATION, PUBLIC SCHOOL SYSTEMS, SELF ACTUALIZATION, SYSTEMS APPROACH,

START DATE 01-15-68 END DATE 01-14-70

THE SAN MATEO UNION HIGH SCHOOL DISTRICT IN CALIFORNIA WILL PARTICIPATE WITH 14 OTHER PUBLIC SCHOOL DISTRICTS AND THE U.S. OFFICE OF EDUCATION IN PLANNING AND DEVELOPING AN ORGANIC CURRICULUM FOR THE SECONDARY SCHOOL. THE TWO-FOLD ATTEMPT WILL BE TO (1) INTEGRATE ACADEMIC TRAINING, OCCUPATIONAL TRAINING, AND PERSONAL DEVELOPMENT IN GRADES 9-12, AND (2) ASSIMILATE KNOWLEDGE IN VARIOUS AREAS OF RESEARCH IN ORDER TO MAXIMIZE INDIVIDUALIZED INSTRUCTION. THE NEW CURRICULUM WILL BE SPECIFICALLY ORIENTED TOWARD THE LEARNER'S SELF-ACTUALIZATION AND WILL PROVIDE A SYSTEMATIC APPROACH FOR USING SUCH INNOVATIONS AS INSTRUCTIONAL TELEVISION, TEAM TEACHING, TUTORIAL PROGRAMS, TEACHING MACHINES, AND THE COMPUTER IN EDUCATIONAL EXPERIENCES OF SECONDARY SCHOOL STUDENTS. THE CURRICULUM SHOULD, THEREFORE, PROVIDE THE MEANS FOR MEETING PERENNIAL EDUCATIONAL CHALLENGES BROUGHT ABOUT BY TECHNOLOGY AND INNOVATION. A LOCAL PROGRAM COORDINATOR WILL BE EMPLOYED BY THE SCHOOL DISTRICT TO FULFILL SUCH OBJECTIVES AS ESTABLISHING A CLIMATE FOR CHANGE, ACTING AS A CHANGE AGENT, AND EVALUATING EACH STEP IN THE CURRICULUM DEVELOPMENT CYCLE, IN ADDITION TO THE DEVELOPMENT ITSELF. THIS COORDINATOR WILL WORK IN CONJUNCTION WITH THE EFFORTS OF THE 14 OTHER PARTICIPATING SCHOOL DISTRICTS, WHICH WILL EACH EMPLOY ITS OWN PROGRAM COORDINATOR. (JH)

EP 011 022 08
COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF MAMARONECK, NEW YORK.

INVESTIGATOR, KNOBLOCH, EVERETT

MAMARONECK PUBLIC SCHOOLS, N.Y.

BUREAU NUMBER BR-8-0171

INSTRUCTIONAL MATERIALS AND PRACTICES BRANCH, DCVR

BUREAU NUMBER NEW YORK CONG.

DIST. NO. 26 QPX61575

PROPOSAL DATE 19 SEP 67

GRANT OEG-0-8-080171-2663-085

DESCRIPTORS *CHANGE AGENTS, *CORE CURRICULUM, *CURRICULUM DEVELOPMENT, *EDUCATIONAL CHANGE, *SECONDARY EDUCATION, EDUCATIONAL INNOVATION, EDUCATIONAL SYSTEMS FOR THE SEVENTIES, ES 70, INDIVIDUALIZED CURRICULUM, INSTRUCTIONAL TECHNOLOGY, INTEGRATED CURRICULUM, PROGRAM COORDINATION, PUBLIC SCHOOL SYSTEMS, SELF ACTUALIZATION, SYSTEMS APPROACH,

START DATE 01-15-68 END DATE 01-14-70

THE MAMARONECK PUBLIC SCHOOL SYSTEM IN NEW YORK WILL PARTICIPATE WITH 14 OTHER SCHOOL DISTRICTS AND THE U.S. OFFICE OF EDUCATION IN PLANNING, DEVELOPING, AND IMPLEMENTING AN ORGANIC CURRICULUM FOR SECONDARY SCHOOL EDUCATION. THE OBJECTIVE OF THE PROGRAM IS TO INTEGRATE ACADEMIC TRAINING, OCCUPATIONAL TRAINING, AND PERSONAL DEVELOPMENT IN GRADES 9-12. IT AIMS TO REDEFINE EDUCATIONAL GOALS AND TO OVERHAUL THE EDUCATIONAL PROCESS, WITH THE HELP OF NEW TECHNOLOGY, TO PERMIT THE SELF-ACTUALIZATION OF EACH STUDENT. A PROGRAM

COORDINATOR WILL BE EMPLOYED BY THE SCHOOL SYSTEM TO FULFILL THE FOLLOWING SPECIFIED GOALS--(1) DELIMIT GENERAL PURPOSES OF THE ORGANIC CURRICULUM TO THE LOCAL SCHOOL DISTRICT, (2) DEAL WITH A VARIETY OF COMPLEX QUESTIONS WHICH MAY ARISE FROM A RADICAL REMODELING OF THE SECONDARY CURRICULUM, (3) DEVELOP A "TOLERANCE FOR TURBULENCE" WHILE ESTABLISHING A CLIMATE FOR CHANGE, (4) DEVELOP THE INTEGRATED COMPREHENSIVE CURRICULUM, (5) ACT AS AN AGENT FOR COMMUNICATION, AND (6) EVALUATE EACH STEP OF THE PROGRAM. AMONG THE TASKS OF THE COORDINATOR WILL BE SELECTING AND DEVELOPING INSTRUCTIONAL MATERIALS AND MEDIA AND PLANNING AND TESTING THE PROGRAM IN A LOCAL HIGH SCHOOL. HIS WORK WILL BE IN CONJUNCTION WITH THE EFFORTS OF THE 14 OTHER PARTICIPATING SCHOOL DISTRICTS, EACH REPRESENTED BY ITS OWN PROGRAM COORDINATOR. (JH)

EP 011 023 08
COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF PORTLAND, OREGON.

INVESTIGATOR, HILL, GLENN E.

PORTLAND PUBLIC SCHOOLS, OREG.

BUREAU NUMBER BR-8-0172

INSTRUCTIONAL MATERIALS AND PRACTICES BRANCH, DCVR

BUREAU NUMBER OREGON CONG.

DIST. NO. 3 SJJ69225

PROPOSAL DATE 11 SEP 67

GRANT OEG-0-8-080172-2669-085

DESCRIPTORS *CHANGE AGENTS, *CORE CURRICULUM, *CURRICULUM DEVELOPMENT, *EDUCATIONAL CHANGE, *SECONDARY EDUCATION, EDUCATIONAL INNOVATION, EDUCATIONAL SYSTEMS FOR THE SEVENTIES, ES 70, INDIVIDUALIZED CURRICULUM, INSTRUCTIONAL TECHNOLOGY, INTEGRATED CURRICULUM, PROGRAM COORDINATION, PUBLIC SCHOOL SYSTEMS, SELF ACTUALIZATION, SYSTEMS APPROACH,

START DATE 01-15-68 END DATE 01-14-70

THE PUBLIC SCHOOL SYSTEM OF PORTLAND, OREGON, WILL PARTICIPATE WITH 14 OTHER SCHOOL DISTRICTS AND THE U.S. OFFICE OF EDUCATION IN A CURRICULUM DEVELOPMENT PROJECT FOR SECONDARY SCHOOLS, USING THE SYSTEMS APPROACH. THE EFFORT WILL INVOLVE A MAJOR OVERHAUL OF THE CURRENT CURRICULUM TO BETTER PREPARE STUDENTS TO BE PERSONALLY AND ECONOMICALLY COMPETENT CITIZENS. TRAINING IN THE AREAS OF ACADEMIC KNOWLEDGE, VOCATIONAL INFORMATION AND SKILLS, AND PERSONAL DEVELOPMENT ATTITUDES WILL BE UNIFIED IN AN ATTEMPT TO SET THE SECONDARY CURRICULUM ON A LEVEL THAT WILL BE MEANINGFUL TO ALL STUDENTS. THIS PROCESS OF UNIFICATION WILL REQUIRE MANY RADICAL AND COMPLEX CHANGES IN THE LOCAL SCHOOL DISTRICT. THE PORTLAND DISTRICT WILL EMPLOY AN INDIVIDUAL TO WORK FULL TIME AS THE LOCAL CHANGE AGENT. AMONG THE TASKS OF THIS COORDINATOR WILL BE TO (1) SELECT AND EVALUATE BEHAVIORAL OBJECTIVES FOR THE LOCAL SCHOOL DISTRICT, (2) SELECT AND DEVELOP INSTRUCTIONAL MATERIALS AND MEDIA, (3) DEFINE THE TASKS AND ROLES OF COMMUNITY ELEMENTS IN ORGANIC CURRICULUM DEVELOPMENT.

ENT, AND (4) PLAN AND IMPLEMENT THE PROGRAM IN SELECTED SCHOOLS WITHIN THE DISTRICT. THE COORDINATOR'S WORK WILL BE IN CONJUNCTION WITH THE EFFORTS OF THE 14 OTHER PARTICIPATING DISTRICTS WHICH WILL HAVE THEIR OWN PROGRAM COORDINATORS. (JH)

EP 011 024 08
COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF WILLINGBORO, NEW JERSEY.
INVESTIGATOR, ROSSER, JOHN
WILLINGBORO PUBLIC SCHOOL DIST., N.J.
BUREAU NUMBER BR-9-0175
INSTRUCTIONAL MATERIALS AND PRACTICES BRANCH, DCVR
BUREAU NUMBER NEW JERSEY CONG. DIST. NO. 6 QAT58875
PROPOSAL DATE 18 SEP 67

GRANT OEG-0-8-080175-2676-085
DESCRIPTORS *CHANGE AGENTS, *CORE CURRICULUM, *CURRICULUM DEVELOPMENT, *EDUCATIONAL CHANGE, *SECONDARY EDUCATION, EDUCATIONAL INNOVATION, EDUCATIONAL SYSTEMS FOR THE SEVENTIES, ES 70, INDIVIDUALIZED CURRICULUM, INSTRUCTIONAL TECHNOLOGY, INTEGRATED CURRICULUM, PROGRAM COORDINATION, PUBLIC SCHOOL SYSTEMS, SELF ACTUALIZATION, SYSTEMS APPROACH.

START DATE 01-15-68 END DATE 01-14-70
THE PUBLIC SCHOOL DISTRICT OF WILLINGBORO, NEW JERSEY, WILL EMPLOY AN INDIVIDUAL TO COORDINATE ITS PARTICIPATION WITH 14 OTHER DISTRICTS AND THE U.S. OFFICE OF EDUCATION IN A PROGRAM TO DEVELOP ORGANIC CURRICULUMS FOR SECONDARY SCHOOLS. AN ORGANIC CURRICULUM IS AN INTEGRATION OF ACADEMIC TRAINING, VOCATIONAL TRAINING, AND THE TEACHING OF PERSONAL DEVELOPMENT, AND IS ORIENTED TOWARD THE SELF-ACTUALIZATION OF EACH STUDENT. THE PROGRAM COORDINATOR WILL ATTEMPT TO FULFILL THE FOLLOWING OBJECTIVES-(1) DELIMIT GENERAL PURPOSES OF THE ORGANIC CURRICULUM TO THE LOCAL SCHOOL DISTRICT, (2) DEAL WITH COMPLEX QUESTIONS WHICH MAY ARISE FROM A RADICAL REMODELING OF THE SECONDARY CURRICULUM, (3) DEVELOP A "TOLERANCE FOR TURBULENCE" WHILE ESTABLISHING A CLIMATE FOR CHANGE, (4) DEVELOP AN INTEGRATED COMPREHENSIVE CURRICULUM FOR GRADES 9-12, (5) ACT AS AN AGENT FOR COMMUNICATION, AND (6) EVALUATE EACH STEP OF THE PROGRAM. THE COORDINATOR WILL NEED TO PERFORM A NUMBER OF TASKS IN ORDER TO ACCOMPLISH HIS OBJECTIVES. AMONG THESE TASKS ARE (1) ANALYSIS OF THE PRESENT SECONDARY CURRICULUM, (2) DEFINITION AND IMPLEMENTATION OF THE ROLES OF COMMUNITY ELEMENTS IN THE ORGANIC CURRICULUM, AND (3) PLANNING AND TESTING THE PROGRAM IN SELECTED SCHOOLS WITHIN THE DISTRICT. THE COORDINATOR'S OBJECTIVES AND TASKS WILL BE IN CONJUNCTION WITH THOSE OF THE 14 OTHER PARTICIPATING DISTRICTS, EACH OF WHICH WILL EMPLOY ITS OWN COORDINATOR. (JH)

EP 011 025 08
COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF BLOOMFIELD HILLS, MICH.

INVESTIGATOR, BOSTON, ROBERT E.
BLOOMFIELD HILLS SCHOOL DISTRICT, MICH.

BUREAU NUMBER BR-8-0176
INSTRUCTIONAL MATERIALS AND PRACTICES BRANCH, DCVR
BUREAU NUMBER MICHIGAN CONG. DIST. NO. 18 MVK49960

PROPOSAL DATE 67
GRANT OEG-0-8-080176-2679-085
DESCRIPTORS *CHANGE AGENTS, *CORE CURRICULUM, *CURRICULUM DEVELOPMENT, *EDUCATIONAL CHANGE, *SECONDARY EDUCATION, EDUCATIONAL INNOVATION, EDUCATIONAL SYSTEMS FOR THE SEVENTIES, ES 70, INDIVIDUALIZED CURRICULUM, INSTRUCTIONAL TECHNOLOGY, INTEGRATED CURRICULUM, PROGRAM COORDINATION, PUBLIC SCHOOL SYSTEMS, SELF ACTUALIZATION, SYSTEMS APPROACH.

START DATE 01-15-68 END DATE 01-14-69
A LOCAL COORDINATOR WILL BE EMPLOYED BY THE BLOOMFIELD HILLS, MICHIGAN, SCHOOL DISTRICT TO COORDINATE THE DISTRICT'S PARTICIPATION IN A U.S. OFFICE OF EDUCATION PROGRAM TO PLAN AND DEVELOP AN ORGANIC CURRICULUM FOR THE NATION'S SECONDARY SCHOOLS. THE ORGANIC CURRICULUM WILL BE DEVELOPED TO MEET THE CHALLENGES TO EDUCATION OF MODERN TECHNOLOGY AND INNOVATION AND TO MAXIMIZE THE SELF-ACTUALIZATION OF EACH STUDENT. IT WILL BE ORIENTED TOWARD THE LEARNER'S INDIVIDUALITY AND WILL UNIFY TRAINING IN ACADEMIC SUBJECTS, OCCUPATIONAL SUBJECTS, AND AREAS OF PERSONAL DEVELOPMENT, FOR GRADES 9-12. THE LOCAL COORDINATOR WILL HAVE FULL RESPONSIBILITY FOR DEVELOPING AND EVALUATING THE NEW CURRICULUM IN SCHOOLS OF THE BLOOMFIELD HILLS DISTRICT AND FOR ACTING WITHIN THE DISTRICT AS AN AGENT FOR COMMUNICATION AND CHANGE. HIS WORK WILL COINCIDE WITH THAT OF 14 OTHER COORDINATORS, EMPLOYED BY SCHOOL DISTRICTS IN OTHER STATES. THESE DISTRICTS WILL PARTICIPATE EQUALLY WITH BLOOMFIELD HILLS IN THE CURRICULUM DEVELOPMENT PROGRAM. (JH)

EP 011 026 08
COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF BOULDER, COLORADO.
INVESTIGATOR, REED, WILLIAM H.
BOULDER VALLEY SCHOOL DIST. NO. RE2, COLO.

BUREAU NUMBER BR-8-0225
INSTRUCTIONAL MATERIALS AND PRACTICES BRANCH, DCVR
BUREAU NUMBER COLORADO CONG. DIST. NO. 2 DUN16350

PROPOSAL DATE 12 OCT 67
GRANT OEG-0-8-080225-2671-085
DESCRIPTORS *CHANGE AGENTS, *CORE CURRICULUM, *CURRICULUM DEVELOPMENT, *EDUCATIONAL CHANGE, *SECONDARY EDUCATION, EDUCATIONAL INNOVATION, EDUCATIONAL SYSTEMS FOR THE SEVENTIES, ES 70, INDIVIDUALIZED CURRICULUM, INSTRUCTIONAL TECHNOLOGY, INTEGRATED CURRICULUM, PROGRAM COORDINATION, PUBLIC SCHOOL SYSTEMS, SELF ACTUALIZATION, SYSTEMS APPROACH.

START DATE 01-15-68 END DATE 01-14-70
THE BOULDER VALLEY SCHOOL DISTRICT IN COLORADO WILL PARTICIPATE

WITH 14 OTHER DISTRICTS AND THE U.S. OFFICE OF EDUCATION IN INSTITUTING THE ORGANIC CURRICULUM IN SELECTED HIGH SCHOOLS ACROSS THE NATION. THIS CURRICULUM WILL PROVIDE INTEGRATION OF TRADITIONAL ACADEMIC LEARNINGS, VOCATIONAL TRAINING, AND PERSONAL DEVELOPMENT INSTRUCTION INTO MORE COMPREHENSIVE INSTRUCTIONAL MODES HAVING GREATER RELEVANCY FOR EACH INDIVIDUAL LEARNER. IMPLEMENTATION WILL BE IN GRADES 9-12 AND WILL INVOLVE REDEFINING EDUCATIONAL GOALS IN TERMS OF BEHAVIORAL OBJECTIVES SO THE INDIVIDUAL STUDENT CAN ACHIEVE MAXIMUM SELF-ACTUALIZATION BY MEANS OF CONTINUOUS PROGRESS THROUGH INSTRUCTIONAL EXPERIENCES APPROPRIATE TO HIS OWN LEARNING STYLE, ABILITY, AND MOTIVATION. THE CURRICULUM WILL ALLOW EDUCATIONAL TECHNOLOGY TO BE APPLIED IN MEANINGFUL WAYS, BOTH TO THE INSTRUCTIONAL PROCESS AND TO THE COMPLEX INFORMATION HANDLING NECESSTATED BY FLEXIBLE SCHEDULES AND PUPIL ACCOUNTING. IMPLEMENTATION WILL BE ACCOMPLISHED BY LOCAL COORDINATORS EMPLOYED BY EACH PARTICIPATING DISTRICT. THE BOULDER VALLEY DISTRICT COORDINATOR WILL BE RESPONSIBLE FOR ACTING AS THE LOCAL CHANGE AGENT AND FOR FOLLOWING SEVEN BASIC PROCEDURES FOR CURRICULUM IMPLEMENTATION-(1) SPECIFY AND EVALUATE BEHAVIORAL OBJECTIVES FOR THE LOCAL SCHOOL DISTRICT, (2) SELECT AND DEVELOP INSTRUCTIONAL MATERIALS AND MEDIA, (3) BECOME INVOLVED IN TRAINING PROGRAMS WITHIN AND OUTSIDE THE LOCAL DISTRICT, (4) ANALYZE THE CURRENT CURRICULUM FOR GRADES 9-12, (5) ESTABLISH RELATIONSHIPS AND COMMUNICATION WITH THE COMMUNITY, (6) DEFINE THE TASKS AND ROLES OF COMMUNITY ELEMENTS, AND (7) PLAN AND TEST THE PROGRAM IN THE LOCAL HIGH SCHOOL. (JH)

EP 011 027 24
THE DEVELOPMENT OF CONCEPTS BASIC TO RE-STRUCTURING OF PREPARATORY PROGRAMS FOR EDUCATIONAL ADMINISTRATORS.

INVESTIGATOR, CULBERTSON, JACK A.
UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION

BUREAU NUMBER BR-8-0230
INSTRUCTIONAL MATERIALS AND PRACTICES BRANCH, DESR
BUREAU NUMBER OHIO CONG. DIST. NO. 15 RUF66825

PROPOSAL DATE 20 OCT 67
GRANT OEG-0-8-080230-2695-010
DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *CONCEPT FORMATION, *CURRICULUM GUIDES, *EDUCATIONAL ADMINISTRATION, *PROFESSIONAL TRAINING, CURRICULUM EVALUATION, HIGHER EDUCATION, PROGRAM EVALUATION, PROGRAM IMPROVEMENT.

START DATE 02-01-68 END DATE 11-30-68
A SET OF CONCEPTS (CONCEPTUAL GUIDES) WILL BE DEVELOPED FOR USE IN EVALUATING, UPDATING, AND RESTRUCTURING PROGRAMS FOR PREPARING EDUCATIONAL ADMINISTRATORS. THE INVESTIGATOR WILL DEVISE CONCEPTS WHICH WILL VIEW PREPARATORY PRO-

GRAMS AS A TOTALITY AND WILL GIVE EXPLICIT ATTENTION TO DIFFERENTIATED PREPARATION FOR RESEARCHERS AND ADMINISTRATORS IN EDUCATIONAL ADMINISTRATION. IN THE INITIAL PHASE OF THE PROJECT, SELECTED LITERATURE WILL BE REVIEWED, AND CHOSEN EXPERTS WILL BE ASKED TO SET FORTH THEIR VIEWS ABOUT THE IMPLICATIONS OF GIVEN CONDITIONS AND TRENDS FOR RESTRUCTURING PREPARATORY PROGRAMS FOR EDUCATIONAL ADMINISTRATORS. USING THE DATA OBTAINED FROM THE LITERATURE AND FROM THE EXPERTS, AN INITIAL SYNTHESIS OF THE CONCEPTS WILL THEN BE PROVIDED BY THE SAME EXPERTS WHO PROVIDED DATA IN THE INITIAL PHASE, AND THIS WILL BE FOLLOWED BY A FINAL REVISION. THE FINAL REVISED CONCEPTS WILL BE ACCOMPANIED BY ILLUSTRATIVE EXAMPLES OF PREPARATORY PROGRAMS, BASED UPON THE LOGIC OF THE NEWLY DEVELOPED CONCEPTS TO ENHANCE THEIR USE. (JH)

EP 011 028 24

SPECIAL SOCIAL STUDIES CLASS UNDER MODEL SCHOOL PROGRAM OF THE WASHINGTON, D.C. PUBLIC SCHOOL SYSTEM. INVESTIGATOR, GIBSON, JAMES

WASHINGTON PLANNING AND HOUSING ASSN., WASH., D.C.

BUREAU NUMBER BR-8-C-001

REGIONAL RESEARCH, OFFICE ASSOCIATE COMMISSIONER

BUREAU NUMBER DISTRICT OF COLUMBIA FGK22160

PROPOSAL DATE 28 JUN 67

GRANT OEG-8-8-080001-0001

DESCRIPTORS *CITY PROBLEMS, *DISADVANTAGED YOUTH, *NEIGHBORHOOD IMPROVEMENT, *SOCIAL STUDIES UNITS, *STUDENT MOTIVATION, ADOLESCENTS, COMMUNITY SERVICES, ECONOMIC DISADVANTAGEMENT, HIGH SCHOOL STU-

DENTS, SCHOOL COMMUNITY PROGRAMS, SPECIAL CLASSES, STUDENT ATTITUDES, STUDENT PARTICIPATION, URBAN RENEWAL,

START DATE 09-01-67 END DATE 06-30-68

A SPECIAL URBAN PROBLEMS CLASS, ALREADY SUCCESSFULLY DEMONSTRATED IN A ONE-SEMESTER PILOT PROJECT, WILL BE CONDUCTED DURING THE 1967-68 SCHOOL YEAR AT CARDOZO HIGH SCHOOL IN WASHINGTON, D.C. AS PART OF THE CITY'S MODEL SCHOOL PROGRAM, THE CLASS IS DESIGNED TO MEET THE NEED OF LOW-INCOME TEENAGERS TO RELATE THEMSELVES CONCRETELY TO THEIR COMMUNITY. THE PROJECT IS BASED ON THE PREMISE THAT WITH AN ANALYTICAL KNOWLEDGE OF AGENCIES AND LAWS WHICH IMPLEMENT CHANGE, STUDENTS WILL BECOME INTERESTED IN WORKING FOR THEIR COMMUNITIES AS ADULTS, AND WILL COME TO UNDERSTAND THE PROCESS OF CIVIC PARTICIPATION IN PROGRAMS OF COMMUNITY IMPROVEMENT. IN THIS PROJECT, THE CLASS WILL BE REPEATED ON AN EXPERIMENTAL BASIS TO ALLOW THE INVESTIGATOR TO COMPLETE THE DEVELOPMENT OF A TIGHT CURRICULUM AND COURSE MATERIALS WHICH MAY BE USED IN GUIDING SIMILAR CLASSES IN ANY CITY ACROSS THE COUNTRY. (JH)

EP 011 029 24

PROGRAMMATIC SUPPORT FOR THE DEVELOPMENT OF RESEARCH CAPABILITIES IN A CONSORTIUM OF HIGHER EDUCATION INSTITUTIONS IN COLORADO.

INVESTIGATOR, KERINS, FRANCIS J.

LORETTO HEIGHTS COLL., DENVER, COLO.

BUREAU NUMBER BR-8-H-901X

CORD PROGRAM, OFFICE ASSOCIATE COMMISSIONER

BUREAU NUMBER COLORADO CONG.

DIST. NO. 1 DUN16275

PROPOSAL DATE 15 JUN 67

GRANT OEG-8-8-080901-4001

DESCRIPTORS *COLLEGE COOPERATION, *COOPERATIVE PROGRAMS, *CURRICULUM RESEARCH, *EDUCATIONAL RESEARCH, *RESEARCH OPPORTUNITIES, CENTRALIZATION, HIGHER EDUCATION, INSTRUCTIONAL IMPROVEMENT, INTER-SCHOOL COMMUNICATION, PROGRAM COORDINATION, PROGRAM DEVELOPMENT, PROGRAM EVALUATION,

START DATE 01-08-68 END DATE 01-07-71

A CONSORTIUM OF SIX PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES WILL BE ESTABLISHED WITH THE MAJOR PURPOSE OF IMPROVING INTEREST AND CAPABILITY IN EDUCATIONAL AND INSTITUTIONAL RESEARCH THROUGH COOPERATIVE STUDIES BY FACULTIES, ADMINISTRATORS, AND SUPPORTING PERSONNEL. THE CONSORTIUM AGENCIES WILL BE COLORADO COLLEGE, COLORADO WOMAN'S COLLEGE, REGIS COLLEGE, SOUTHERN COLORADO STATE COLLEGE, UNIVERSITY OF DENVER, AND LORETTO HEIGHTS COLLEGE. SUPPORTIVE AGENCIES WILL BE THE COLORADO COMMISSION ON HIGHER EDUCATION AND THE COLORADO ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES. AN ADVISORY BOARD, ALREADY ESTABLISHED AS A COMMUNICATING AND POLICY BOARD, WILL--(1) STIMULATE DEVELOPMENT OF FACULTY OR INSTITUTIONAL RESEARCH COMMITTEES, (2) AID IN DEVELOPING INTER- OR INTRA-INSTITUTIONAL RESEARCH CAPABILITIES AND LEADERSHIP PERSONNEL, (3) ARRANGE SEMINARS, WORKSHOPS, CONFERENCES, AND PERSONNEL EXCHANGES, (4) LAUNCH ONE OR MORE MAJOR MUTUAL STUDIES, PROBABLY RELATING TO CURRICULUM EXPERIMENTS, INNOVATIONS, AND INVESTIGATIONS, AND (5) DEVELOP A PROGRAMMATIC DESIGN FOR COORDINATED RESEARCH AND DEVELOPMENT PROJECTS APPROPRIATE TO CONSORTIUM GOALS. (JH)

subject index

This index lists the titles of projects under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

AUDIOVISUAL AIDS

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
BR-6-1234 EP 000 000

Accession Number



ADMINISTRATIVE PERSONNEL
THE DEVELOPMENT OF CONCEPTS
BASIC TO RE-STRUCTURING OF PREP-
ARATORY PROGRAMS FOR EDUCATION-
AL ADMINISTRATORS.
BR-8-0230 EP 011 027

CHANGE AGENTS

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF SAN MATEO, CALIFORNIA.
BR-8-0155 EP 011 021

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF MAMARONECK, NEW YORK.
BR-8-0171 EP 011 022

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF PORTLAND, OREGON.
BR-8-0172 EP 011 023

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF WILLINGBORO, NEW JERS-
EY.
BR-8-0175 EP 011 024

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF BLOOMFIELD HILLS, MICH.
BR-8-0176 EP 011 025

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF BOULDER, COLORADO.
BR-8-0225 EP 011 026

CITY PROBLEMS

SPECIAL SOCIAL STUDIES CLASS
UNDER MODEL SCHOOL PROGRAM OF
THE WASHINGTON, D.C. PUBLIC SCHOOL
SYSTEM.
BR-8-C-001 EP 011 028

COLLEGE COOPERATION

PROGRAMMATIC SUPPORT FOR THE DE-
VELOPMENT OF RESEARCH CAPABILI-
TIES IN A CONSORTIUM OF HIGHER ED-
UCATION INSTITUTIONS IN COLORADO.
BR-8-H-901X EP 011 029

COMPUTER ASSISTED INSTRU- TION

APPLICATION OF MATHEMATICAL
LEARNING THEORY TO SECOND-LANGU-
AGE ACQUISITION WITH PARTICULAR
REFERENCE TO RUSSIAN.
BR-7-1209 EP 011 020

CONCEPT FORMATION

THE DEVELOPMENT OF CONCEPTS
BASIC TO RE-STRUCTURING OF PREP-
ARATORY PROGRAMS FOR EDUCATION-
AL ADMINISTRATORS.
BR-8-0230 EP 011 027

COOPERATIVE PROGRAMS

PROGRAMMATIC SUPPORT FOR THE DE-
VELOPMENT OF RESEARCH CAPABILI-

TIES IN A CONSORTIUM OF HIGHER ED-
UCATION INSTITUTIONS IN COLORADO.
BR-8-H-901X EP 011 029

CORE CURRICULUM

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF SAN MATEO, CALIFORNIA.
BR-8-0155 EP 011 021

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF MAMARONECK, NEW YORK.
BR-8-0171 EP 011 022

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF PORTLAND, OREGON.
BR-8-0172 EP 011 023

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF WILLINGBORO, NEW JERS-
EY.
BR-8-0175 EP 011 024

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF BLOOMFIELD HILLS, MICH.
BR-8-0176 EP 011 025

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF BOULDER, COLORADO.
BR-8-0225 EP 011 026

CURRICULUM DEVELOPMENT

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF SAN MATEO, CALIFORNIA.
BR-8-0155 EP 011 021

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF MAMARONECK, NEW YORK.
BR-8-0171 EP 011 022

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF PORTLAND, OREGON.
BR-8-0172 EP 011 023

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF WILLINGBORO, NEW JERS-
EY.
BR-8-0175 EP 011 024

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF BLOOMFIELD HILLS, MICH.
BR-8-0176 EP 011 025

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF BOULDER, COLORADO.
BR-8-0225 EP 011 026

CURRICULUM GUIDES

THE DEVELOPMENT OF CONCEPTS
BASIC TO RE-STRUCTURING OF PREP-
ARATORY PROGRAMS FOR EDUCATION-
AL ADMINISTRATORS.
BR-8-0230 EP 011 027

CURRICULUM RESEARCH

PROGRAMMATIC SUPPORT FOR THE DE-
VELOPMENT OF RESEARCH CAPABILI-
TIES IN A CONSORTIUM OF HIGHER ED-
UCATION INSTITUTIONS IN COLORADO.
BR-8-H-901X EP 011 029

DISADVANTAGED YOUTH

SPECIAL SOCIAL STUDIES CLASS
UNDER MODEL SCHOOL PROGRAM OF
THE WASHINGTON, D.C. PUBLIC SCHOOL
SYSTEM.
BR-8-C-001 EP 011 028

EDUCATIONAL ADMINISTRA- TION

THE DEVELOPMENT OF CONCEPTS
BASIC TO RE-STRUCTURING OF PREP-
ARATORY PROGRAMS FOR EDUCATION-
AL ADMINISTRATORS.
BR-8-0230 EP 011 027

EDUCATIONAL CHANGE

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF SAN MATEO, CALIFORNIA.
BR-8-0155 EP 011 021

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF MAMARONECK, NEW YORK.
BR-8-0171 EP 011 022

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF PORTLAND, OREGON.
BR-8-0172 EP 011 023

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF WILLINGBORO, NEW JERS-
EY.
BR-8-0175 EP 011 024

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF BLOOMFIELD HILLS, MICH.
BR-8-0176 EP 011 025

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF BOULDER, COLORADO.
BR-8-0225 EP 011 026

EDUCATIONAL RESEARCH

PROGRAMMATIC SUPPORT FOR THE DE-
VELOPMENT OF RESEARCH CAPABILI-
TIES IN A CONSORTIUM OF HIGHER ED-
UCATION INSTITUTIONS IN COLORADO.
BR-8-H-901X EP 011 029

LANGUAGE INSTRUCTION

APPLICATION OF MATHEMATICAL
LEARNING THEORY TO SECOND-LANGU-
AGE ACQUISITION WITH PARTICULAR
REFERENCE TO RUSSIAN.
BR-7-1209 EP 011 020

MATHEMATICAL APPLICATIONS

APPLICATION OF MATHEMATICAL
LEARNING THEORY TO SECOND-LANGU-
AGE ACQUISITION WITH PARTICULAR
REFERENCE TO RUSSIAN.
BR-7-1209 EP 011 020

NEIGHBORHOOD IMPROVEMENT
SPECIAL SOCIAL STUDIES CLASS
UNDER MODEL SCHOOL PROGRAM OF
THE WASHINGTON, D.C. PUBLIC SCHOOL
SYSTEM.
BR-8-C-001 EP 011 028

PROFESSIONAL TRAINING

THE DEVELOPMENT OF CONCEPTS
BASIC TO RE-STRUCTURING OF PREP-
ARATORY PROGRAMS FOR EDUCATION-
AL ADMINISTRATORS.
BR-8-0230 EP 011 027

RESEARCH OPPORTUNITIES

PROGRAMMATIC SUPPORT FOR THE DE-
VELOPMENT OF RESEARCH CAPABI-
LITIES IN A CONSORTIUM OF HIGHER ED-
UCATION INSTITUTIONS IN COLORADO.
BR-8-H-901X EP 011 029

RUSSIAN

APPLICATION OF MATHEMATICAL
LEARNING THEORY TO SECOND-LANGU-

AGE ACQUISITION WITH PARTICULAR
REFERENCE TO RUSSIAN.
BR-7-1209 EP 011 020

SECOND LANGUAGE LEARNING

APPLICATION OF MATHEMATICAL
LEARNING THEORY TO SECOND-LANGU-
AGE ACQUISITION WITH PARTICULAR
REFERENCE TO RUSSIAN.
BR-7-1209 EP 011 020

SECONDARY EDUCATION

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF SAN MATEO, CALIFORNIA.
BR-8-0155 EP 011 021

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF MAMARONECK, NEW YORK.
BR-8-0171 EP 011 022

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF PORTLAND, OREGON.
BR-8-0172 EP 011 023

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF WILLINGBORO, NEW JERS-
EY.
BR-8-0175 EP 011 024

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF BLOOMFIELD HILLS, MICH.
BR-8-0176 EP 011 025

COORDINATION OF ORGANIC CURRICU-
LUM DEVELOPMENT IN THE PUBLIC
SCHOOLS OF BOULDER, COLORADO.
BR-8-0225 EP 011 026

SOCIAL STUDIES UNITS

SPECIAL SOCIAL STUDIES CLASS
UNDER MODEL SCHOOL PROGRAM OF
THE WASHINGTON, D.C. PUBLIC SCHOOL
SYSTEM.
BR-8-C-001 EP 011 028

STUDENT MOTIVATION

SPECIAL SOCIAL STUDIES CLASS
UNDER MODEL SCHOOL PROGRAM OF
THE WASHINGTON, D.C. PUBLIC SCHOOL
SYSTEM.
BR-8-C-001 EP 011 028

investigator index

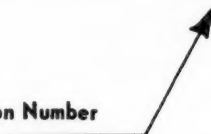
This index lists projects under the name of the investigators responsible for them. The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.

JASPEN, NATHAN

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
BR-6-1234 EP 000 000

Accession Number



BOSTON, ROBERT E.

COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF BLOOMFIELD HILLS, MICH.
BR-8-0178 EP 011 025

CULBERTSON, JACK A.

DEVELOPMENT OF CONCEPTS BASIC TO RE-STRUCTURING OF PREPARATORY PROGRAMS FOR EDUCATIONAL ADMINISTRATORS, THE
BR-8-0230 EP 011 027

GIBSON, JAMES

SPECIAL SOCIAL STUDIES CLASS UNDER MODEL SCHOOL PROGRAM OF THE WASHINGTON, D.C. PUBLIC SCHOOL SYSTEM.
BR-8-C-001 EP 011 028

HILL, GLENN E.

COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF PORTLAND, OREGON.
BR-8-0172 EP 011 023

KERINS, FRANCIS J.

PROGRAMMATIC SUPPORT FOR THE DEVELOPMENT OF RESEARCH CAPABILITIES IN A CONSORTIUM OF HIGHER EDUCATION INSTITUTIONS IN COLORADO.
BR-8-H-901X EP 011 029

KNOBLOCH, EVERETT

COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF MAMARONECK, NEW YORK.
BR-8-0171 EP 011 022

MINK, CHARLES W.

COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF SAN MATEO, CALIFORNIA.
BR-8-0155 EP 011 021

REED, WILLIAM H.

COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF BOULDER, COLORADO.
BR-8-0225 EP 011 026

ROSSER, JOHN

COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF WILLINGBORO, NEW JERSEY.
BR-8-0175 EP 011 024

SUPPES, PATRICK

APPLICATION OF MATHEMATICAL LEARNING THEORY TO SECOND-LANGUAGE ACQUISITION WITH PARTICULAR REFERENCE TO RUSSIAN.
BR-7-1209 EP 011 020

VAN CAMPEN, J.A.

APPLICATION OF MATHEMATICAL LEARNING THEORY TO SECOND-LANGUAGE ACQUISITION WITH PARTICULAR REFERENCE TO RUSSIAN.
BR-7-1209 EP 011 020

NAME	ADDRESS	CITY	STATE	ZIP
Mr. J. H. Smith	123 Main St.	Springfield	Ill.	62760
Mr. W. R. Jones	456 Oak Ave.	Chicago	Ill.	60601
Mr. T. L. Brown	789 Elm St.	Peoria	Ill.	61601
Mr. S. K. White	101 Maple Dr.	Rockford	Ill.	61101
Mr. M. N. Black	202 Pine St.	Decatur	Ill.	62521
Mr. P. Q. Green	303 Cedar Ave.	Normal	Ill.	61761
Mr. R. S. Hall	404 Birch St.	Urbana	Ill.	61501
Mr. V. T. King	505 Walnut Dr.	Champaign	Ill.	61821
Mr. Y. U. Lee	606 Spruce Ave.	Carbondale	Ill.	62901
Mr. Z. V. Scott	707 Ash St.	Macomb	Ill.	61451
Mr. A. W. Adams	808 Hickory Dr.	Edwardsville	Ill.	62021
Mr. B. X. Baker	909 Sycamore Ave.	St. Louis	Mo.	63101
Mr. C. Y. Carter	1010 Chestnut St.	St. Louis	Mo.	63101
Mr. D. Z. Davis	1111 Locust Ave.	St. Louis	Mo.	63101
Mr. E. A. Evans	1212 Olive St.	St. Louis	Mo.	63101
Mr. F. B. Foster	1313 Madison Ave.	St. Louis	Mo.	63101
Mr. G. C. Gibson	1414 Monroe St.	St. Louis	Mo.	63101
Mr. H. D. Hall	1515 Taylor Ave.	St. Louis	Mo.	63101
Mr. I. E. Harris	1616 Jackson St.	St. Louis	Mo.	63101
Mr. J. F. Hill	1717 Washington Ave.	St. Louis	Mo.	63101
Mr. K. G. King	1818 Lincoln St.	St. Louis	Mo.	63101
Mr. L. H. Knight	1919 Franklin Ave.	St. Louis	Mo.	63101
Mr. M. I. Lamb	2020 Adams St.	St. Louis	Mo.	63101
Mr. N. J. Little	2121 Jefferson Ave.	St. Louis	Mo.	63101
Mr. O. K. Long	2222 Madison St.	St. Louis	Mo.	63101
Mr. P. L. Lytle	2323 Monroe Ave.	St. Louis	Mo.	63101
Mr. Q. M. Mack	2424 Taylor St.	St. Louis	Mo.	63101
Mr. R. N. Martin	2525 Jackson Ave.	St. Louis	Mo.	63101
Mr. S. O. May	2626 Washington St.	St. Louis	Mo.	63101
Mr. T. P. McCall	2727 Lincoln Ave.	St. Louis	Mo.	63101
Mr. U. Q. Miller	2828 Franklin St.	St. Louis	Mo.	63101
Mr. V. R. Moore	2929 Adams Ave.	St. Louis	Mo.	63101
Mr. W. S. Myers	3030 Jefferson St.	St. Louis	Mo.	63101
Mr. X. T. Nichols	3131 Madison Ave.	St. Louis	Mo.	63101
Mr. Y. U. Orr	3232 Monroe St.	St. Louis	Mo.	63101
Mr. Z. V. Parker	3333 Taylor Ave.	St. Louis	Mo.	63101
Mr. A. W. Quinn	3434 Jackson St.	St. Louis	Mo.	63101
Mr. B. X. Reed	3535 Washington Ave.	St. Louis	Mo.	63101
Mr. C. Y. Rogers	3636 Lincoln St.	St. Louis	Mo.	63101
Mr. D. Z. Russell	3737 Franklin Ave.	St. Louis	Mo.	63101
Mr. E. A. Ryan	3838 Adams St.	St. Louis	Mo.	63101
Mr. F. B. Scott	3939 Jefferson Ave.	St. Louis	Mo.	63101
Mr. G. C. Shaw	4040 Madison St.	St. Louis	Mo.	63101
Mr. H. D. Smith	4141 Monroe Ave.	St. Louis	Mo.	63101
Mr. I. E. Taylor	4242 Taylor St.	St. Louis	Mo.	63101
Mr. J. F. Thomas	4343 Jackson Ave.	St. Louis	Mo.	63101
Mr. K. G. Turner	4444 Washington St.	St. Louis	Mo.	63101
Mr. L. H. Vance	4545 Lincoln Ave.	St. Louis	Mo.	63101
Mr. M. I. Webb	4646 Franklin St.	St. Louis	Mo.	63101
Mr. N. J. White	4747 Adams Ave.	St. Louis	Mo.	63101
Mr. O. K. Wright	4848 Jefferson St.	St. Louis	Mo.	63101
Mr. P. L. Young	4949 Madison Ave.	St. Louis	Mo.	63101
Mr. Q. M. Zachary	5050 Monroe St.	St. Louis	Mo.	63101

institution index

This index lists the titles of projects under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.

PENNSYLVANIA STATE UNIV.

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
BR-6-1234 EP 000 000

Accession Number



BLOOMFIELD HILLS SCHOOL DISTRICT, MICH.

COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF BLOOMFIELD HILLS, MICH.
BR-8-0176 EP 011 025

BOULDER VALLEY SCHOOL DIST. NO. RE2, COLO.

COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF BOULDER, COLORADO.
BR-8-0225 EP 011 026

LORETTO HEIGHTS COLL., DENVER, COLO.

PROGRAMMATIC SUPPORT FOR THE DEVELOPMENT OF RESEARCH CAPABILITIES IN A CONSORTIUM OF HIGHER EDUCATION INSTITUTIONS IN COLORADO.
BR-8-H-901X EP 011 029

MAMARONECK PUBLIC SCHOOLS, N.Y.

COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF MAMARONECK, NEW YORK.
BR-8-0171 EP 011 022

COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF MAMARONECK, NEW YORK.
BR-8-0171 EP 011 022

PORTLAND PUBLIC SCHOOLS, OREG.

COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF PORTLAND, OREGON.
BR-8-0172 EP 011 023

SAN MATEO UNION HIGH SCHOOL DIST., CALIF.

COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF SAN MATEO, CALIFORNIA.
BR-8-0155 EP 011 021

STANFORD UNIV., CALIF.

APPLICATION OF MATHEMATICAL LEARNING THEORY TO SECOND-LANGUAGE ACQUISITION WITH PARTICULAR REFERENCE TO RUSSIAN.
BR-7-1209 EP 011 020

UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION

COLUMBUS, OHIO
DEVELOPMENT OF CONCEPTS BASIC TO RE-STRUCTURING OF PREPARATORY PROGRAMS FOR EDUCATIONAL ADMINISTRATORS, THE
BR-8-0230 EP 011 027

WASHINGTON PLANNING AND HOUSING ASSN., WASH., D.C.

SPECIAL SOCIAL STUDIES CLASS UNDER MODEL SCHOOL PROGRAM OF THE WASHINGTON, D.C. PUBLIC SCHOOL SYSTEM.
BR-8-C-001 EP 011 028

WILLINGBORO PUBLIC SCHOOL DIST., N.J.

COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF WILLINGBORO, NEW JERSEY.
BR-8-0175 EP 011 024

MEMORANDUM FOR THE RECORD
SUBJECT: [Illegible]
DATE: [Illegible]
BY: [Illegible]

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accession numbers

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| EA — Educational Administration | RE — Reading |
| EC — Exceptional Children | SE — Science Education |
| EF — Educational Facilities | SP — School Personnel |
| EM — Educational Media and Technology | TE — Teaching of English |
| FL — Foreign Languages, Teaching of | UD — Urban Disadvantaged |
| | VT — Vocational and Technical Education |

Clearinghouse Accession Number	ERIC Document Number	Clearinghouse Accession Number	ERIC Document Number	Clearinghouse Accession Number	ERIC Document Number
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Clearinghouse Accession Number	ERIC Document Number	Clearinghouse Accession Number	ERIC Document Number	Clearinghouse Accession Number	ERIC Document Number
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Clearinghouse Accession Number	ERIC Document Number	Clearinghouse Accession Number	ERIC Document Number	Clearinghouse Accession Number	ERIC Document Number
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Clearinghouse Accession Number	ERIC Document Number	Clearinghouse Accession Number	ERIC Document Number	Clearinghouse Accession Number	ERIC Document Number
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Clearinghouse Accession Number	ERIC Document Number
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Clearinghouse Accession Number	ERIC Document Number	Clearinghouse Accession Number	ERIC Document Number	Clearinghouse Accession Number	ERIC Document Number
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Clearinghouse Accession Number	ERIC Document Number
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Clearinghouse Accession Number	ERIC Document Number
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Clearinghouse Accession Number	ERIC Document Number
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Clearinghouse Accession Number	ERIC Document Number
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